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Literature of remedial silent reading in senior
high school and college.

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Thesis

LITERATURE OF REMEDIAL SILENT READING
IN SENIOR HIGH SCHOOL AND COLLEGE

Submitted by

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1933

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CHAPTER I

INTRODUCTION

A. The Problem Stated

In scholastic circles it is a well-known fact that the largest percentage of failures in senior high school and in college occurs in the reading subjects such as history, literature, etc.. It is also known that young people out of school do not study as they are reported to have done in the days of our forefathers.

Why do adults fail to do voluntary reading and studying? There are many answers that could be given. Probably the one single factor that is most at fault is lack of reading skill. If a person can read smoothly, rapidly, and comprehendingly, he usually enjoys it and continues to read, which is also to learn.

It is practice which has been proved to be valuable and that must be continued, but writers agree that the first thing to do is to find out the difficulties and the defects of individuals and to base treatment upon these needs.

The facts concerning human abilities to learn and those concerning the needs of society both indicate great, in fact, nearly equally great possibilities and importance for learning at every age from birth to senility. One function of education is to teach human beings as early as possible to educate themselves as fully and as long as possible. As truly as education cannot begin too early, it cannot continue too long. Life should be one continuous process of learning, and the more effective the learning, the richer life will be.

There are evidences that improvement in reading ability improves scores in general intelligence tests. D. A. Worcester (11)*

*The numbers in parenthesis refer to the bibliography.

of Ohio University proved that reading difficulties influenced scores on general mental tests. L. W. Webb (100) of Northwestern University showed that there was a close correlation between general intelligence and reading ability.

Many experiments have been made which show that mental tests have prognostic value as criteria for determining success in college. An increase in the score on a mental test should indicate an increase in ability to do college work and to do life work. This evidence is in line with the recommendation of B. T. Albright and Floy Horning (2) that more corrective work be done at college level, and in accord with Professor Pitkins (72) who recommends that business men and women practice to improve reading skill and ability.

Frank W. Parr (134) sent a questionnaire to every state university in the country to get a check on the extent of remedial work in reading done during 1929. Forty state universities replied. The practice of remedial reading work varies in the state universities. A great deal of interest is being manifested in the problem of remedial training in reading on the college level.

After a survey of the literature it is my purpose to state what has been done in remedial reading on the senior high school and on the college level. Because quotations have been given from some writers and not from others is not an indication that their work is considered to be superior or inferior, but that these reports are available to the writer. In some cases those quoted do not agree with the point of view of the writer, but an attempt has been made to give as fair a statement as possible from the sources at hand.

There is no large body of material on the market to be used in

remedial reading work, although our high school and college teachers are taking steps to meet this deficiency in their own classes. This is as it should be, because the needs of every class and of every individual in every community are different and individual differences can be met only with individual remedial material after careful diagnosis.

It is not my purpose to state the "best" material, the "best" procedure, or the "best" test, but simply to quote what other writers have said and to leave the reader to draw his own conclusions and to experiment in his own way with the needs of his own class clearly seen.

That our high school and college students as well as other adults need remedial reading is very evident, and the writer knows from five years of experimental contact with high school and college classes in remedial reading that the seemingly extraordinary results obtained by some of the experimenters quoted are entirely true. By gathering into the bibliography the titles of 465 of the articles now available the compiler hopes to encourage others to go on to even greater achievements in remedial silent reading on the high school, college, and adult level.

B. The Terms Defined

1. Reading

What is reading? Reading is of two kinds: oral reading, which is the expression of the thoughts of the written page to others, and silent reading, which is the expression of the author's thoughts to ourselves, or as we say, we understand what we read.

Yoshida states: "Reading is interpretation of written language. The reader is confronted by the task of reacting to the stimuli which the writer has committed to paper and of going through a series of processes similar to, although not in every respect identical with, those in which the writer engaged when he wrote the material. The reader must perceive the symbols; he must associate with those symbols the appropriate meanings; he must recall past experiences which give meaning to the symbols; he must evaluate them, accept those meanings which are appropriate and reject those which are inappropriate, he must reorganize the ideas into new patterns to be used for particular purposes; and he must retain them for future use. In addition to these complex mental activities, he must learn how to use the books and magazines in which written ideas are found and the index, table of contents, and other parts, so that he may readily locate material for his use." (225)

Headley defines reading thus: "Reading consists in observing printed or written signs,--words, singly or in groups,--and in comprehending the meaning for which they stand. The signs should suggest their meaning almost immediately and with a minimum intervention of physical adjustment. ... Most readers acquire faulty habits which, if not lopped off, prove a perpetual hindrance." (46)

Clarence T. Gray, Associate Professor in the University of Texas, writes: "The term reading ability has two different meanings. It is often used in the sense of attainment. Reading ability as attainment is exhibited in rate of reading, in comprehension, and in other phases of the reading act. The various forms of attainment depend upon certain mental activities, such as reasoning, imagery, and perception. It is to these mental processes which are so intimately related to attainment that the term reading ability is often applied. In many cases reading ability will mean attainment; in other instances it will refer to those processes which are fundamental to attainment." (312)

One activity included in reading "is that of general reading for exploration, that is, for the acquisition of contacts, for appreciation, which includes the idea of relating literature to life and enriching the reader's experience, and for pure recreative enjoyment. Another activity is that of reading with a definite purpose in mind, such as the preparation of a report, the organization of the material collected, and its composition for presentation by the student in oral or written form." (15)

"We must find just what our pupils are able to comprehend when they are confronted with simple and presumably understandable reading matter. This is a most difficult business, and we cannot assume that such experiments and tests as we make are more than a fair indication." (167)

Book says: "It should also be pointed out that the type of reading which a college student must do consists of more than simply noting and comprehending what an author says. Every student must in addition be able to interpret or evaluate the facts which he obtains

2. The second part outlines the various methods and tools used to collect and analyze data. It mentions the use of surveys, interviews, and focus groups to gather information from stakeholders. Additionally, it discusses the application of statistical software to process and interpret the collected data.

3. The third part describes the results of the data analysis. It highlights the key findings and trends observed, such as the increasing demand for certain services and the declining interest in others. These insights are used to inform strategic decision-making and resource allocation.

4. The fourth part provides a detailed breakdown of the financial performance. It includes a comparison of actual results against the budgeted figures, identifying areas of over-spending and under-spending. This analysis helps in understanding the financial health and identifying potential risks.

5. The fifth part discusses the overall conclusions and recommendations. It summarizes the key takeaways from the study and provides actionable suggestions for improving the organization's performance. These recommendations are based on the findings and are aimed at addressing the identified challenges and opportunities.

6. The final part of the document is a conclusion that reiterates the importance of the study and the value of the findings. It expresses confidence in the results and encourages the organization to implement the recommended changes to achieve its long-term goals.

from his reading. He must be able to pick out the most important points made by the author read. He must organize and assimilate these facts in such a way that he will be able to use the information so obtained in his thinking and other work." (10)

Noah Porter expresses himself even more pointedly in these words: "In reading we do well to propose to ourselves definite ends and purposes. The distinct consciousness of some object at present before us, imparts a manifold greater interest to the contents of any volume. It imparts to the reader an appropriative power, a force of affinity, by which he insensibly and unconsciously attracts to himself all that has a near or even a remote relation to the end for which he reads. Anyone is conscious of this who reads a story with the purpose of repeating it to an absent friend; or an essay or a report, with the design of using the facts or arguments in a debate; or a poem, with the design of reviving its imagery and reciting its finest passages. Indeed, one never learns to read effectively until he learns to read in such a spirit--not always, indeed, for a definite end, yet always with a mind attent to appropriate and retain and turn to the uses of culture, if not to a more direct application. The private history of every self-made man, from Franklin onwards, attests that they all were uniformly, not only earnest but select in their reading, and that they selected their books with distinct reference to the purposes for which they used them. Indeed the reason why self-trained men so often surpass men who are trained by others in the effectiveness and success of their reading is that they know for what they read and study and have definite aims and wishes in all their dealings with books."

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2. Comprehension or Understanding

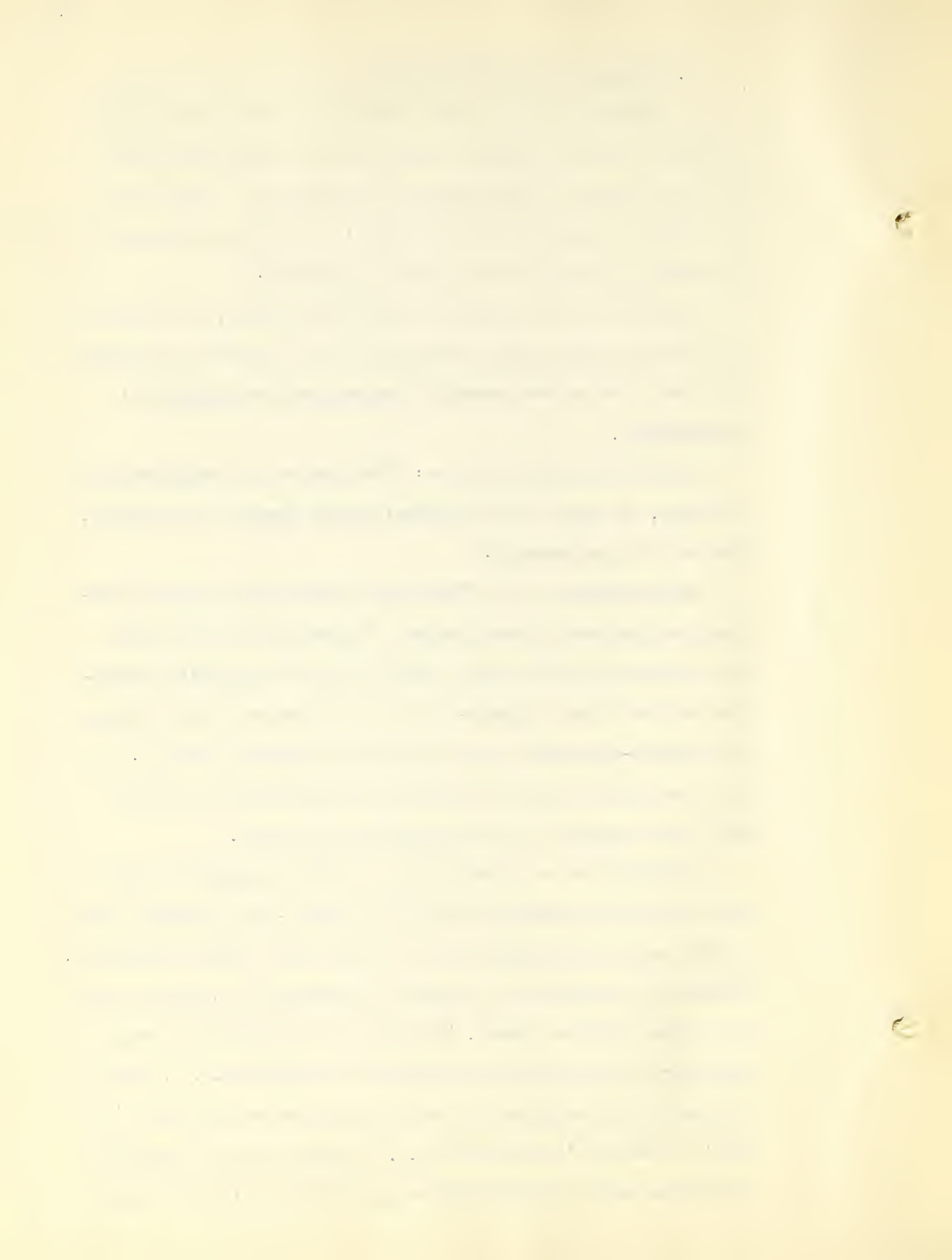
Cotteridge tells us that "In its widest acceptation, understanding is the entire power of discerning and perceiving, exclusive of the sensibility; the power of dealing with the impressions of sense, and composing them into wholes; and in its most comprehensive meaning it includes even simple apprehension."

The capacity of the mind for understanding fully, or by means of the relations which connect particular facts to knowledge in general, the power to act or the process of grasping with the intellect is comprehension.

Sir William Hamilton affirms: "The greater the comprehension of a concept, the less is its extension; and the greater its extension, the less its comprehension."

Madison Bentley in his "The Field of Psychology" gives the following definitions of comprehension: "Comprehension depends upon the readiness with which whole constellations of associative tendencies are made actual; depends--so far as the central nervous system is concerned--upon what we may vaguely call 'topical readiness.' So far as experience itself is concerned, comprehension is obviously much more economical than the apprehensive functions.

"Comprehension or understanding is a kind of acquisition in the sense that when we enrich or modify old topics--a much commoner form, in both cases, the materials come in what we call 'topical formations.' Sometimes the materials are supplied in perception, as, when we examine a plant with the comment, 'So this is a fig tree!' or a cream separator to comprehend the principle of its operation. The largest part of our comprehension rests upon, and makes use of, the 'topical' or 'multiple' association, i.e., a constellation of sensimagnal factors which are held together and given their topical meaning



by a single uniting function in the central nervous system.

"Partiality or abstractiveness of function contributes to comprehension in two ways. 1. The object or event apprehended in diverse ways may itself, when these partial views are brought together, supply a topic. This we may call an 'aspect' topic. We say in such cases that we 'know all about' the topic. So corn or iron castings may be topically derived from a multitude of partial or abstractive perceptions which have been acquired in the field or foundry. We 'know all about' corn or iron castings. At no given time is all of this knowledge actualized, item by item; nevertheless, the 'corn' meaning or the 'castings' meaning is of the topical kind which carries in a potential way our acquaintance with a definite kind of object. 2. Where the perceptual meaning is centered in the general nature of the object, instead of in particular qualifications, the object comes to typify a class or kind: 'This is a table,' 'There goes a wild duck,' 'What a collection of books!' Here comprehension gives us something very like the image of general reference. It is not quite so general as that because it has a spatial or temporal locale; but at least it is typical example of a whole group. Since the topic is not specifying and cumulative--as in the case of the corn and the castings--we may speak of it as the 'generalizing' topic."

The first part of the book is devoted to a general history of the United States from the discovery of the continent to the present time. It is divided into three main periods: the colonial period, the revolutionary period, and the federal period. The colonial period is further divided into the Dutch, French, and English colonies. The revolutionary period is divided into the struggle for independence and the formation of the new government. The federal period is divided into the early years of the republic and the present time. The second part of the book is devoted to a detailed history of the United States from the discovery of the continent to the present time. It is divided into three main periods: the colonial period, the revolutionary period, and the federal period. The colonial period is further divided into the Dutch, French, and English colonies. The revolutionary period is divided into the struggle for independence and the formation of the new government. The federal period is divided into the early years of the republic and the present time.



3. Generalization

Generalization is the process by which a principle or law is reached; the term is also used to denote the product. The term exercises the use or function of induction, which endeavors, beginning with a number of scattered details, to arrive at a general statement. Generalization expresses the natural goal of instruction in any topic, for it works a measure of economy and efficiency from the standpoints alike of observation, memory, and thought. The number of particulars that can be obtained is limited. When, however, different cases are brought together,--and this bringing together is expressed in a general principle,--a great variety of cases are practically reduced to one case, and further observation is freed to attack new particular things and qualities not yet systematized. Exactly the same holds good for memory. There are a few prodigies who can carry in mind an indefinite number of unrelated details, but most persons need the help of generalizations in order to retain special facts and to recall them when needed. Generalization is a normal terminus of study. Another educational error is to suppose that generalization is a single and separate act coming by itself, after the mind has been exclusively preoccupied with particulars toward a connecting principle. A necessary part of the work in instruction is, therefore, to make the conditions such that the mind will move in the direction of a fruitful generalization, as soon as it begins to deal with and to collect particulars. The resulting generalization will, of course, be crude, vague, and inadequate, but, if formed under proper conditions, it will serve at once to direct and vitalize further observations and recollections, and will be built out and tested in the application to new particulars. This suggests the final edu-

educational principle: a generalization or law is such not in virtue of its structure or bare content, but because of its use or function. We do not first have a principle and then apply it; an idea becomes general (or a principle) in process of fruitful application to the interpretation, comprehension, and prevision of the particular facts of experience. Logically a principle not only sums up and registers the net intellectual outcome of a great many different experiences which have been undergone at diverse times and places, but is an illuminating and clarifying means of interpreting new cases that without it could not be understood.

Generalization represents the psychical process of abstraction and comparison, by which the child becomes conscious of class characters, and is able to classify the objects by sense experience. In this process the relative values of the attributes of objects have to be realized, and concepts built up by means of reasoning. Proverbs well illustrate the more or less loose generalizations based upon common experience. There is little attempt at generalization in young children until language has become familiar, although a tendency to abstract definite qualities and recognize general terms can be observed in children three or four years old. There is a marked tendency towards the formation of false generalizations amongst people of limited education. These are based upon insufficient data. Many of the superstitions prevalent among the peasants of different countries can be traced to this source. The formation of clear and accurate concepts necessitates training in generalization, and involves a very careful selection of the data to be used for the purpose.

1. The first part of the paper is devoted to the study of the

properties of the function $f(x)$ defined by the equation

$f(x) = \int_0^x f(t) dt$ for $x \in [0, 1]$.

2. In the second part we consider the problem of the

existence of solutions of the system of equations

$\frac{dx}{dt} = f(x)$ for $x \in [0, 1]$.

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properties of the function $f(x)$ defined by the equation

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4. In the fourth part we consider the problem of the

existence of solutions of the system of equations

$\frac{dx}{dt} = f(x)$ for $x \in [0, 1]$.

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properties of the function $f(x)$ defined by the equation

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6. In the sixth part we consider the problem of the

existence of solutions of the system of equations

$\frac{dx}{dt} = f(x)$ for $x \in [0, 1]$.

7. The seventh part is devoted to the study of the

properties of the function $f(x)$ defined by the equation

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8. In the eighth part we consider the problem of the

existence of solutions of the system of equations

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9. The ninth part is devoted to the study of the

properties of the function $f(x)$ defined by the equation

$f(x) = \int_0^x f(t) dt$ for $x \in [0, 1]$.

10. In the tenth part we consider the problem of the

4. Abstraction

Abstraction is a term of logic meaning the separation, for intellectual purposes only, of a quality from the thing to which it belongs, or a relation from the pair of things between which it subsists. Its possibility rests upon capacity for selective attention, in virtue of which some trait not sensuously conspicuous or intense is dwelt upon because of its importance in relation to some conceived end. While the brutes have great power of concentration, there is great doubt (except perhaps in the case of some of the higher apes and monkeys) that they have the power of selective attention. Since reasoning depends upon the capacity to treat an extracted quality or relation as a sample or typical instance, rational thought is dependent on abstraction or selective attention. The consideration of some quality or relation irrespective of the particular context in which it is found is obviously an indispensable prerequisite for all generalization, so much so that it may be put down as a general principle that abstraction exists for the sake of a resulting generalization. If this principle were uniformly borne in mind in education there would be little occasion for the attacks which educational reformers have made upon the proneness of instruction to run into abstractions; for it will be found that the abstract in the sense of the unduly abstruse, the theoretical and useless, always means abstraction arrested, so that it has become an end in itself instead of a preliminary to recognition of a general principle.

Abstraction is then the mental process of withdrawing the mind from all the qualities or properties of an object except the one which is to become the object of observation and reflection. Abstraction

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the field of study and may lead to further research in this area.

5. The fifth part of the document provides a conclusion and a summary of the key findings. It reiterates the importance of the study and the need for continued research in this field.

6. The sixth part of the document includes a list of references and a bibliography. It cites the various sources used in the study and provides a comprehensive overview of the literature in this area.

7. The seventh part of the document contains a list of appendices and a glossary. It includes additional information that supports the findings of the study and provides definitions for key terms and concepts.

8. The eighth part of the document is a list of figures and tables. It includes a detailed description of each figure and table and provides a summary of the data presented.

9. The ninth part of the document is a list of footnotes and a list of references. It includes additional information that supports the findings of the study and provides a comprehensive overview of the literature in this area.

10. The tenth part of the document is a list of appendices and a glossary. It includes additional information that supports the findings of the study and provides definitions for key terms and concepts.

withdraws the mind from the thing possessing a certain quality, in order to fix it on the quality apart from the object. Thus, a number of objects are observed all of which are brittle, and the process of abstraction leads to a conception of the property of "brittleness." The mental power of abstraction is almost unknown among young children, and is the latest of the mental powers to develop. It is only in a highly developed mind that the conception of abstraction "brittleness" is possible without association with material objects which are brittle. Hence, children are led to the abstract idea by means of numerous concrete examples; and subjects requiring abstract reasoning are taught only to elder scholars.

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5. The fifth part of the document concludes the study. It summarizes the main findings and provides a final statement on the importance of the research.

5. Perception

John Locke believes that "the power of perception is that which we call understanding. Perception which we make the act of the understanding is of three sorts: 1. The perception of ideas in our mind; 2. the perception of the signification of signs; 3. the perception of the connection or repugnancy, agreement or disagreement, that there is between any of our ideas. All these are attributed to understanding, or perceptive power, though it be the two latter only that use allows us to say we understand."

Bentley tells us that "The two great psychosomatic functions that have served animal forms of life from a very early time are apprehending and execution. The main form of apprehension has been perception, i. e., the use of sense and movement organs, nervous system and mental qualities in 'knowing' present objects and present occurrences. The key to comprehension is the topic. We 'think about' or comprehend topics; real problem-solving is the exception."

Yoakam differentiates between recognition and perception as follows: "Perception has to do primarily with the visual process and recognition with the mental process of associating a word symbol with its meaning. The number of words that can be seen at a single fixation of the eye on the printed line represents the so-called span of perception. The number of words that can be recognized or of which the meanings can be understood represents the span of recognition which grows with maturity and training." (225)

C. The Need Explained

1. General Objectives

- a). To provide for the worthy use of leisure time
- b). To educate for life

"The losses suffered by him who cannot read with fair degree of facility and understanding are heavy indeed. He is deprived at once of the surest guarantees of pleasure and the chief basis upon which intellectual progress proceeds. He is cut off from what should be his chief source of information and means of mental accomplishment. Some students who are fairly gifted with aptitude for scientific thought, fail in their laboratory work because they can not grasp the purport of printed directions. For the college student who does not read well no undertaking will pay more handsome returns than studying and practicing the technique of reading." (46)

The reading of the senior high school pupils should extend the experience possibilities and intellectual development of its pupils. The wholesome use of leisure time on one side and the work type of reading on the other call for many different types of reading and reasons for reading. The vocabulary of reading may become specialized and highly developed in either line. In general the composite ability of reading increases by grades and ages.

The skills, habits, and abilities involved in reading are many and varied. The psychologist describes the processes of reading as follows: a. visual impression on the retina, b. nerve impulses to the brain, c. associations which give meaning. These are always present in silent reading.

There are, however, a very large number of factors that affect this process and determine reading efficiency. The following list

by Brooks, in his "Applied Psychology of Reading," includes a very large number of these conditions that should be considered in the measurement of reading and in diagnosis:

A. External Factors

1. Uniformity of length of lines
2. Size and kind of print
3. Spacing between words and lines
4. Kind and color of paper
5. Illumination
6. Sentence structure and style
7. Demands of material upon memory
8. Vocabulary
9. Appeal to interest and arousal of effort resulting therefrom
(This is both an internal and an external factor.)

B. Internal Factors

1. Breathing habits
2. Vocalization and certain other features of inner speech
3. Perceptual factors--absolute and relative perceptual spans
4. Recognition and pronunciation of words.
5. Eye-movement habits
 - a. Number and duration of fixations in silent reading
 - b. Number, duration, and type of refixations
 - c. Return sweeps
 - d. Interfixation movements
6. Meaning vocabulary
7. Kinds of errors in silent reading
 - a. Overpotency of words
 - b. Neglect of key words and sentences
 - c. Wrong relations
8. Appreciation
 - a. Of the beautiful
 - b. Of humor
 - c. Of social values, including human nature
 - d. Of intellectual or thought elements
9. Rate of silent reading
 - a. With various kinds of materials
 - b. According to purposes for which it is done
 - (1) Gist or general drift
 - (2) Details
 - (3) Answers to questions
 - (4) Most important ideas
 - (5) Careful organization of thought of selection
10. Comprehension in silent reading with reference to the items listed under 9.

- c). To engender desire for
- 1). Speed)
 - 2). Comprehension) for silent reading
 - 3). Habits)

The eye should move across a page in a regular rhythmical motion at the rate of 350 words per minute. The eyes should take in four or five words at a glance and then move on to the next group of words. When the eye comes to a word which it cannot understand, it "clicks" until the meaning is grasped or the word is passed over. This retards the reader's speed and comprehension.

The correct physical habits in reading silently are to read with correct eye movements, keeping lips, tongue, head, and body quiet with no pointing at material, to be sure that the body is comfortable, that the printed matter meets hygienic requirements, and that the illumination is correct.

Goals for silent reading:

1. Ability to read rapidly and comprehendingly
2. Ability to skim
3. Ability to use reading effectively as a tool in carrying out "worthy purposes"
 - a. to present the problem discussed
 - b. to select the arguments presented
 - c. to summarize or outline an article
 - d. to state an opinion or criticism in regard to an article
 - e. to discuss an article in relation to other related problems or situations
 - f. to study effectively
4. Increased ability to appreciate and enjoy good literature

2. Specific Objectives

- a) Mastery of the ability to read with speed and comprehension

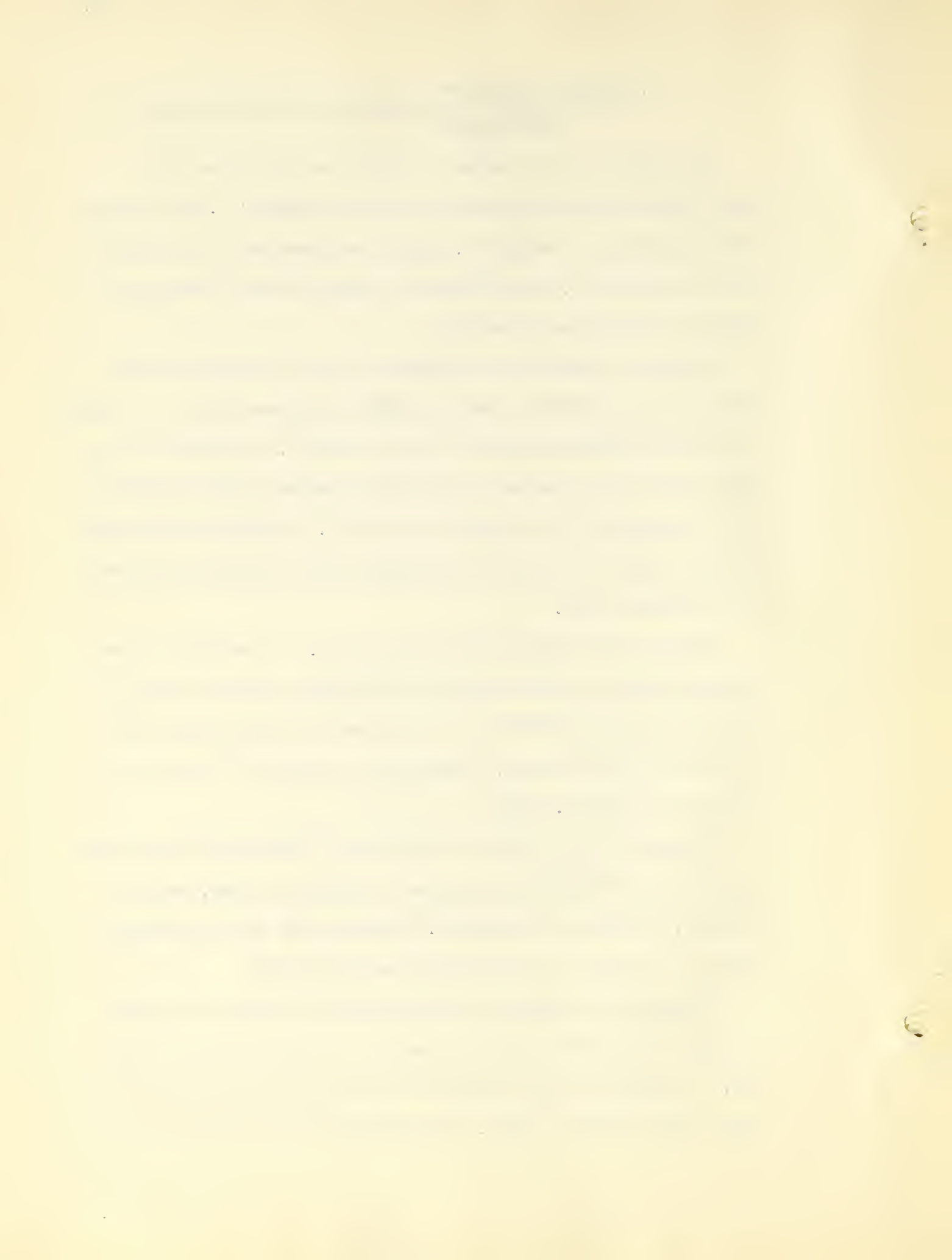
The objectives of a course in reading and literature as based upon recent investigations are three in number: 1. the control of the mechanics of reading; 2. ability to comprehend and interpret what is read; and 3. the attainment of general culture through the ability to enjoy good literature.

Ability to comprehend and interpret what is read includes the ability 1. to assimilate meanings rapidly and accurately; 2. to analyze and select significant points in what is read; 3. to collect and organize data for the purpose of answering questions, solving problems, or for reproduction as a whole or in part; 4. to evaluate critically; and 5. to apply the content to situations other than those presented in the material read.

"To be a good reader one must know words. To come upon an unfamiliar word in reading means that the portion of text in which it appears is lost or distorted or that progress is interrupted until its meaning is ascertained. Sometimes the meaning of a word can be had from its context." (46)

Included among a variety of superfluous performances "are clenching the fist, shrugging the shoulders, swinging the head, swaying the body, scowling, and squinting. Whispering and even lip movement cannot be conducive to good (silent) reading." (46)

People must be taught to use their hands to hold their books instead of using their fingers to point to the words they are reading. The muscles in the throat, the teeth, the tongue, and the lips must be kept perfectly still. One should sit in an easy upright posi-



tion, with head held high and immovable, feet flat on the floor, back straight, and book about thirteen inches from the eyes.

The vocabulary of the subject matter should be studied first if it is at all difficult or new. Begin by reading easy material until the physiological habits are fixed, then proceed to the more difficult as rapidly as speed and comprehension may be maintained, and keep the mind attentive to the material at hand. Allow no lapses. Practice everywhere. Read flashing street signs, etc.

3. Immediate Objectives

a) Fixed controls of conduct

- 1) Ability to read 350 words per minute with at least 90% comprehension

One who reads rapidly and understandingly enjoys reading, and continues the habit of reading during his leisure time throughout life. Therefore, we should practice faithfully to overcome our faults in order to become rapid but comprehending silent readers with correct reading habits.

Lack of comprehension may be due among other things to the following: inadequate vocabulary, inability to understand difficult sentences, careless expression of answers, preconceived ideas, introduction of irrelevant facts and ideas, over-powering suggestiveness of certain elements, using words not synonymous as if they were, disregard of modifying elements, failure to follow directions. These deficiencies can and must be overcome if one wishes to read well.

Professor Pitkin has defined four different kinds of reading as follows: By light reading he means newspaper items and fiction. By average reading is meant more serious papers in vocational fields. Solid reading is technical discussion, and heavy reading wholly new word that one needs to remember. (72) Of course, there will be a difference in speed according to the type of reading material and the purpose for which one reads, but even heavy reading may be done more rapidly than most people think.

b) Adaptive controls of conduct

- 1) Ability to gain knowledge from the printed page when reading and studying.

As following directions is one of the few things that every individual has to do in life, it is necessary to teach that well. Directions are very exacting and require exact and careful reading, and inefficiency in reading and following directions causes great losses and difficulties each year. Therefore, difficulties must be analyzed to find out what types of directions cause the greatest difficulties, and then special drill must be given on those types and the results analyzed to ascertain whether it is possible to improve the mastery of following all directions by drilling on some.

An interest in improving must be stimulated. Form good habits by getting a good start with a strong motive, by allowing no lapses, by seizing every favorable chance for practice, and by providing a substitute for a habit which is to be displaced. Use an optimum rate, a small number of eye movements and a long visual span, a rhythmic forward movement of the eyes, follow the lines of print with the unaided eye, and read different types and sizes of print without fatigue.

Our objectives are to read to secure directions, to secure information, that is, knowledge of the author's thought or knowledge of the facts, to read for pleasure, to read to entertain and interpret and to reason from reading.

c) General Patterns of Conduct

- 1) Permanent habits of speed and accuracy in reading for the comprehension of the subject matter read.

Despite the best of intentions, teachers are likely to fail to keep abreast with the times, with the result that the substance taught fails to touch the most vital present and oncoming issues. This is notoriously true of teachers in primary and secondary schools in which the burden of teaching is so heavy as to make difficult continued study and fresh outlooks, as the result of the reconstruction of their own experience.

The field of adult education is so new that little work has been done in it. Investigations and experiments with college students have resulted in improvement and in the discovery of methods which should be helpful to others. Adults can be trained to improve their reading in both amount and quality. Better study habits are needed, according to the reports of investigators. Corrective work in reading may become a fad, but scientific researches will continue.

An individual's desire for improvement in reading usually does not have to be stimulated. Reading demands of today are a stimulation. The personal desire to improve is a potent factor, but as an incentive for immediate practice, graphs which show the relationship between the standard and the student, or between the other members of the group and the student, seem to be very effective. Reading and talking about what has been done often act as an incentive, but one should keep forcing himself to read rapidly, putting forth a strong and persistent effort. Read phrases and sentences, not words, learn to skip wisely, and continually work for speed. Weekly testing by finding out how much can be read in a minute or in five minutes and

the continual urge to speed up are very effective.

"When the teacher has found out all he can about the pupils' reading ability, his task has only begun. There remains the broader problem of linking technique with the aims of the English Course. The 1917 Report of the National Joint Committee on English sets forth among the aims of an English course the following kinds of reading ability:

1. Cursory reading, to cover a great deal of ground, getting quickly at essentials.
2. Careful reading, to master the book with exact understanding of its meaning and implications.
3. Consultation, to trace quickly and accurately a particular fact by means of indexes, guides, and reference books.

In these the pupil should be skillful, and should know when to use each. Teachers of English will no doubt agree that the habits implied in types 1 and 2 should be thoroughly ingrained before the high school age; while the third type demands library facilities not always available even in high schools. The first aim listed above is often lost sight of by the teacher himself. 'Skipping' is a practice confused with rapid, intensive 'skimming.' As a matter of fact, a good word might well be said for both. In real life bulky, wordy newspapers and magazines thrust themselves upon the attention and the time of the schoolboy; it is a worthwhile accomplishment to develop a 'scent' for the essentials of the discussion. Standard tests have concentrated on comprehension of reading material, and their diagnostic utility is not great." (200)

D. Summary

The objectives are, therefore:

1. To give a rich and varied experience through reading.
2. To develop strong motives for, and permanent interests in, reading.
3. To develop desirable attitudes and economical and effective habits and skills.
 - a. To develop well established fundamental reading habits.
 - b. To develop effective habits of intelligent interpretation.
 - c. To develop effective oral reading.
 - d. To develop the ability to use books, libraries, and other sources of information economically and effectively.

"The effect of genuine literature is an enriching or enhancement of our experience both through broadening our horizons beyond what we can actually see and touch, and through sharpening our perception and understanding of what is immediately about us. This effect has been compared to an opening in blank walls or windows which look out upon fair prospects or bleak, and chiefly upon human affairs going forward. The outstanding value of such experiences is their inevitable influence upon our ~~own~~ thought and actions. From such glimpses into fresh reality, whenever it is genuine and worthwhile, we turn inevitably to considering, criticizing, and valuing our own immediate contact with reality. We thus derive new light upon our relations with ourselves and with others, upon our constant struggle to make adjustments between ourselves and a complex and difficult universe." (167)

"The high school work should cover the 'period of refinement of specific reading attitudes and habits, and tastes. During this period reading and study habits are refined in each content subject as well as in the literature period. Wholesome interests in reading, the habit of reading current events and books and magazines of real worth, the sources of different types of reading materials, and standards of selection are emphasized.' (212) It is pointed out that other

phases of reading, which may be considered the chief purposes in the lower grades are continued throughout the high school in the interests of increasing perfection. (200)

"The same report lists two distinguishing characteristics of the high school period: 1. refine and perfection of attitudes, habits, and tastes previously developed; 2. emphasis on conscious learning; the pupils now deliberately study and seek to improve their own reading habits. These characteristics are to be taken into account by directing the work toward six specific aims, as follows: 1. extension of the experiences and 'intellectual apprehension' of pupils; 2. further development of interests and tastes which will 'direct and inspire the present and future life of the reader and provide for the wholesome use of leisure time'; 3. stimulation of habits of intelligent interpretation; 4. provision for individual and group instruction in fundamental reading habits; 5. further development of oral reading, particularly of literary and dramatic selections; 6. development of skill in the use of books and library privileges." (200)

Kornhauser concludes that the "student who can read rapidly saves an immense amount of time in his studying. This ability is particularly valuable in certain kinds of reading: 1. Rapid reading is a necessity when you have to go through a mass of reading to find material on some special point. The library work involved in preparing a report or term paper usually demands this sort of reading. You wish to find all that you can about a particular man or movement in a score of different history books; or you are to hunt through a vast literature to find the origin and development of some invention or some theory. 2. Rapid reading is a great asset, too, when you are trying to gain simply the general thought or fundamental argument of a piece of writing. Often for example, you wish to compare the points

of view of two authors, or you seek a sketchy familiarity with some field which you have not time to explore carefully. 2. Most important of all, rapid reading is valuable in your ordinary daily studying as a means of obtaining a preliminary bird's-eye-view of your topic."

(54)

A study was made by Parr and Menzek (68) at the University of Iowa of 350 entering students who were called "inefficient silent readers" based on their grades in the Iowa Comprehension test. A follow-up study was made of these students at the end of the first semester. A check made on February first showed that 110 of the original group had dropped from school. Data indicate that there were more poor readers among men than among women students and that the inefficient silent reader is incapable of doing satisfactory work in college.

Rapid readers are of the visual type. Therefore, we must work for speed, accuracy, and direct association between printed symbol and idea. All writers agree that through practice the span of attention (an important element in rapidity of reading) may be increased. Speed tests ought to have some place in school methods of teaching reading.

Children will not learn to read in a home where there are no books. Where books are a part of the daily fare, children turn to them for nourishment as they do to other food. Books are as necessary to mental growth as are proteins, minerals, and vitamins to physical growth. If the family is constantly reading good books and magazines, the resultant flow of stimulating conversation will do much to broaden the pupil's interests. He may pass through a period of reading what older people call trash; but if he is early

introduced to the charms of the best, he will have relatively little time to spend on the mediocre or poor.

It is evident from the foregoing that definite improvement in reading ability can be secured in most groups through the use of appropriate training and guidance. The chief problem which any teacher faces in this connection is to define the needs of the pupils and to select appropriate teaching materials and techniques.

CHAPTER II

EXPERIMENTS

"Experiments have shown that with a moderate amount of practice speed in reading may be increased from 50 to 100 percent, if one's attention is directed sharply enough toward this particular point. It has also been found that forcing oneself to read more rapidly does not necessarily decrease one's power of comprehension. In fact, rapid reading naturally results in greater concentration of attention on the work; this makes the comprehension of what is read greater than when one reads it at a slower pace. In rapid reading one is forced not only to attend more closely to the work taken as a whole but to look for the more important sentences and words. This soon enables one to comprehend better what he reads than could be done if he read more slowly. It has been shown that increasing one's rate of reading is regularly accompanied by increased ability to get the thought. You should, therefore, force yourself to learn to read as rapidly as possible." (119)

Anderson and Kelley (230) analyzed the records of 100 reading disability cases examined by Dr. Marion Monroe to determine various traits related to reading disability.

Wager (106) reports the results of a study to determine the fixation-accommodation rates of adult readers. He shows the correlation between these rates and the speed of reading. As fixation-accommodation rate increases, speed of reading increases, other things being equal.

Wagner reports an experiment carried on in one of the Buffalo high schools with fifty-four juniors in third year high school. Training was given for fifteen minutes a week for seven weeks. "The first

period was devoted to a short discussion of eye movements during reading, average number of fixations per line and per second for adults, eye movement characteristics of good and poor readers, possibilities of improving eye movement and speed of reading, types of reading (scanning, recognition, and detailed). (216)

"The subsequent six meetings were used for practice in rapid reading. A series of reading selections were read, one per week. These were from 1200 to 1500 words in length, and of the difficulty found in various senior high school and college freshmen texts. The students were instructed to read as rapidly as possible, at the same time knowing that they would be tested for comprehension directly after reading. (216)

"The reading selections and a mimeographed page of ten to a dozen questions on the content of the selection were distributed face down. The instructor gave a starting signal and wrote on the board the elapsing time in ten-second intervals. Upon completion of the reading of a given selection, the student turned up the sheet of questions, copied from the board the length of time it took him to read the selection, and immediately answered the questions without again referring to the selection. In this way a words-per-second and a per cent comprehension score was obtained. These scores were posted weekly and probably acted as a motivating force." At the end of the training period the pupils were given the Nelson-Denny Reading Test, Form A, and showed an increased reading ability. (216)

Book (10) gave the Whipple Reading Test for College Students, Form A to nine hundred freshmen and two hundred sophomores at Indiana University. They were given also a test on chapter reading in a textbook. The boys mastered an average of only

34% of the material presented and the girls 43%, but the variation was from 3 to 85% for the freshmen boys and 3 to 74% for the girls.

"In a class of students who were more advanced in their university standing (an Indianapolis Extension class), it was found that the best reader in the class, a graduate student, was 17.1 times as good as the poorest reader in the class. That is to say, the ratio of reading efficiency per unit of time of the best reader in the class was 17.1 times as large as the ratio for the poorest reader in the class. (10)

"The same marked differences appear if we compare the rate of reading. The median rate for all freshman boys was 74.5%. That is to say, they got over this much of the passage to be read in the time assigned to the test. The girls read somewhat slower, covering only 72.2% of the passage. But the slowest reader among the boys was able to get over only one-fifth of the passage. The slowest girl read only one-third of the passage, while 7.5% of the total group read the whole passage in the time allotted to the test. (10)

"Still greater variations were found in the accuracy with which these students read the standardized passage used in the test, showing how well they were able to note and comprehend what the author had actually said. One boy got only one point right when he was tested on twenty. The best reader got 19 right out of a possible 20, all he got over in his reading. The median for the 485 freshman boys who took the tests was 10.2 points or 50.8%. The range in accuracy for the 415 girls was not quite so great. The poorest reader among the girls got only three points right out of a possible twenty. The best reader among the girls got eighteen points right out of a possible twenty. But the median score for the girls was 10.65 points or 53.16%

of the total passage read. The variations in rate and accuracy combined ranged from 5 to 95% for the boys and from 15 to 90% for the girls. (10)

"With such marked variations in the ability to read, and with such deficiency in one of the most important tools which students must use to get their facts, it would seem that college students should be shown by actual measurement how inefficient they really are in this respect. This should be followed by instruction which will show them what they must do to improve their ability to get the author's thought from a printed page, not only in a more effective way, but in the shortest possible time. They should also be shown how they may measure for themselves the gains they are making in learning to do this type of work. College students have really not been helped with the problem of learning to read much, if at all, since they were in the elementary grades, and have not been able to work it out satisfactorily for themselves. As a result, they do not know what the nature of their deficiency along this line really is, or what they must do to correct it. Some remedial instruction must therefore be provided before they will be able to do their college work in a more satisfactory way. (10)

"In two 'how to study' classes conducted at Indiann University this year, a group of fifty-four students were shown by actual measurement how deficient they were in their ability to read. They were then instructed in a way which showed them just what they must do to remedy this defect, or to improve their ability to read. They were also given some directions in regard to how these things could best be done. They were then urged to apply these things to the reading done in preparing their assignments in other subjects. To insure

that the instructions were clearly understood and actually put to use, the instructor carefully tested their ability to use the information given them in the following ways. First, their present ability to read was carefully tested before this instruction began. At two succeeding intervals, four weeks apart, these classes were again tested to measure advancement they had made in improving their ability to prepare an assignment in a text. The results made on each of these tests were then compared with the score made on a similar test before any instruction in learning to read more effectively and rapidly was given. Four regular fifty-minute periods were devoted to the giving of this instruction. During four other ten-minute periods these students were quizzed and checked upon their ability to apply the suggestions given them in the references assigned on the problem, and in the instructions given in the class. (10)

"The results for these two 'how to study' classes show that the reading efficiency of these two groups of students was improved during the semester, 102%; also that their ability to master a standardized assignment had improved from 60 to 97.3%. Some individual students improved their reading efficiency as much as 25%. A few were fairly efficient in reading when the instruction began." (10)

In every instance where Book has used this plan of work or a modification of it, students have improved in ability to read and study, as he has proved by tests and questions.

He says: "It therefore seems clear that much concrete help could be given to college students, not only in solving problems encountered in learning to read more effectively, but in improving their methods of work along other important lines. We conclude that the reading of college freshmen should be accurately determined;

that special remedial instruction should be given to all who are deficient in this regard; that this instruction should be given in a special orientation or 'how to study' course, and given by an instructor who is specially interested in the work and well-equipped to give the type of help which these students need." (10)

Albright and Morning (2) studied the typical reading disabilities of 1073 college entrants as illustrated by the errors made in the section of the Thorndike Intelligence Examination, Form P, devoted to reading comprehension. These showed real need for corrective work with respect to reading and study habits at the college level.

Anderson (3) studied the individual differences in the reading ability of college students. The subjects used in his study were 237 University of Missouri students enrolled in Educational Psychology during the fall and the winter semesters of 1927-1928. The evidence presented seemed to justify the following conclusions: 1. Extreme individual differences exist in the reading ability of college students; 2. Individual differences in the reading ability of college students are great enough to demand that instruction be individualized to meet the needs of students with varying degrees of reading capacity. 3. The best readers in a course in educational psychology are reading to about 50% capacity but are comprehending only about 30 to 50% of the more difficult material and from 50 to 60% of the easier material. Anderson's aim was to determine the individual differences in reading ability and specific reading performance in educational psychology.

Averill and Mueller (5) report the effect of practice on the improvement of silent reading in adults. They conducted an experiment with sixteen senior college women "to determine whether systematic

practice in rapid silent reading, distributed over a period of several months, would materially affect the regular rate of reading." The results showed that the rate was practically doubled and that comprehension was not appreciably affected either way.

To determine the value of remedial reading, 139 trained students of the freshman class at the Ohio State University were followed through two quarters of academic work, and their point-hour-ratios were secured. Results were then compared with results of 217 students of the same intelligence who did not receive the training. Behrens (7) concludes: 1. College freshmen of low initial ability are trainable; 2. College freshmen who are trained show a rise in academic marks equal to one-twelfth of the total possible range from absolute failure to outstanding success and one-half of the actual range shown by the majority of college students; 3. College freshmen enter with inadequate preparation, showing the need of remedial projects in high school or at a lower level; and 4. College students can teach and drill themselves in such a way as to make individual instruction possible.

Carroll and Jacobs (13) made a study of the rate and relative amount of improvement that college students make as a result of drill in silent reading during summer school at Syracuse University. The students and a control group of a number of teachers and graduate students, took the tests which covered selections from textbooks used in freshman courses in Botany, English, History, and Zoology. The drill group showed a rather constant daily improvement in speed of reading, and the average gain of this group was 2.3 times as great as that of the control group. Specific drill rendered the group more homogeneous in reading ability.



Lurich attempted to improve the reading abilities of college students by means of reading exercises. He found that when measured by tests which overlap the training exercises the gains made by the experimental group are significantly greater than the gains made by the control group. When measured by general tests which do not overlap the training exercises, no such differences are observed.

(21)

Kornhauser (54) states: "Most students can with a little effort greatly increase the speed of their reading. Experiments show that it is not unusual for a person to improve from 50 to 100 percent in his speed of reading without any loss in the comprehension of the ideas read. Actual evidence does not support the common belief that slow readers make up for their slowness by more thorough comprehension. In general it is true, rather, that individuals who learn to read rapidly lose almost nothing in their comprehension. They obtain almost as many ideas per page as the slower reader, and they obtain, of course, very many more ideas per minute."

Good (30, 31, 32, 33, 34) reports the result of an experiment with college students to determine the relative advantages of extensive and intensive reading as measured by the reproduction of ideas or thought units. The study employs two types of procedure as follows: 1. reading done outside the regular class period to determine the merits of extensive and intensive reading of the subject matter of a given course; 2. reading done under controlled conditions within, the reading of material extraneous to the subject matter of the course. The results of this investigation indicate that the character and length of reading assignments should vary with the purpose of the reading, and also indicates the desirability of investi-

gating the problem of ability grouping and differentiated reading assignments. It was found that extensive reading is superior to intensive reading in range and accuracy of information, ability in problem solving and in ability to see relationships or to outline, while intensive reading of a small amount of material enables the student to reproduce practically as much as he is able to reproduce after a superficial reading of a larger amount. The suggestion is made that the lowest fourth of the class in intelligence be given a minimum reading assignment based on fundamentals in the course. The lowest fourth of the class gets facts fairly well but fails where judgment is concerned. Extensive normal readers secure higher scores than intensive readers. Since one reading results in a fair mastery of the pages read, it is better to read a new selection on some topic instead of rereading the same pages on it. He studied these five points: range and accuracy of information, ability in problem-solving or ability to apply knowledge to given situations, ability to see relationships or to outline, ability to reproduce ideas or thought units, ability to retain material read.

L. C. and S. L. Pressey (76) trained for seven weeks 422 students scoring the lowest fourth of a reading test given to all freshmen. From this study it was concluded that training college students to read is entirely feasible and results in real gains for academic work.

Remmers and Stalnaker (78) summarized related investigations and presented the results of an experiment with seven college freshmen to determine the effectiveness of remedial training in increasing rate of reading and comprehension. They hoped to gain some insight into, and mastery of, a justifiable and sound technique as a basis for a broader and more comprehensive future experiment in improving the

reading ability of college students. The results of these studies were very gratifying. They indicate that systematic training in important reading habits often can be provided at all levels to advantage. They show also that the achievement of groups of poor readers can be radically improved when appropriate methods of instruction are employed.

Touton and Morain (195) summarized the errors made by 778 college entrants in the reading comprehension sections of the Thorndike Intelligence Examination for High School Graduates. The total number of correct answers possible was approximately 45,000; 7,256 answers were omitted; and 20,003 of the answers given were incorrect. The errors made were classified under seven general headings, namely, "inability to isolate the elements of an involved statement, inability to grasp the full meaning of the question as stated, inability to select the best one among several possible answers, inability to associate related elements, inability to follow a thread of thought through a maze of detail, failure to grasp from given explanations the significance of concepts essential to the understanding of the concept presented later, and careless, irrational, or impossible answers possibly due to peculiar individual experience."

In an experiment carried on by Watson and Newcomb in a class of about 200 graduate students going to Teachers College, N. Y., on Saturday mornings for a general introductory course in educational psychology it was found that the average student in the class could, by paying conscious attention to speeding up his reading, read fifteen or twenty per cent more material of a given kind in a ten-minute period after six ten-minute periods of practice distributed over a week. (127)

C. W. Stone in the University of Washington, Seattle, Washington, grouped students into three groups. Group 1 spent all the class time in practice. Group 2 spent part of the time. Group 3 did no practice work. Group 1 improved two times as much as group 2, and 4 times as much as group 3 in comprehension. Their rate was increased 80%.

Stone and Colvin (22) gave 45 students twenty hours of directed practice work. Their speed improved three times and their comprehension $3 \frac{1}{5}$ times.

P. V. Harrelson at Peabody University had 23 college students do 10 readings a day. Each reading was 50 seconds long. Their rate increased from a median of 102.6 to 151.4. Comprehension increased also. (41)

During the summer sessions at Hampton Institute since 1926, classes in remedial reading have been conducted. The students met once a day for six weeks. The course was planned so that the teachers attending learned technique of teaching remedial reading, became familiar with materials which could be used in the elementary schools, and practiced to improve their own reading ability.

In 1927, 152 students took the course. At the beginning, 25 were in the twelfth grade or above in rate on a standard test. After six weeks the number was 92. In comprehension, 37 were at the twelfth grade in the beginning and 75 at the end. 30 students took the course in 1928. At the beginning, 19 were twelfth grade or above in rate. At the end there were 60. In comprehension, 12 were up to twelfth grade and at the end the number was 44.

Many improved in rate and comprehension although they did not reach the standard for twelfth grade. The percent of 100 shows its

who made improvement in 1927 was 89% in rate and 72% in comprehension; and in 1929, it was 96% in rate and 85% in comprehension. In 1929 the percent of improvement in rate was 57% over the first score, and in comprehension, 74% over the first score. Some individuals improved three times their original score. The median of the group in rate changed from 76.1 to 120.9 and in comprehension from 19.2 to 34.5.

There are evidences that improvement in reading abilities improves general intelligence. A group of 119 students who had a median score of 36.25 on a mental ability test at the beginning of a six-week term raised that median to 45.9 at the end of the term after taking remedial work in reading. This is a gain of 27%. Another group of 104 raised their median score from 41.1 to 50.9 or 23%. The first group raised their mental ages from 14 years 4 months to 15 years 2 months. The second group raised their mental ages from 15 years to 16 years 8 months.

Berry (8) says: "The abilities which a good reader at the college freshman level should display were found to be the following:

"He has satisfactory control of the techniques of seeing, especially as to perceptual span, rate of recognition and rhythmic progression along the lines; (8)

"In skimming he is able to survey the material very rapidly, to gather a good general impression of the style and form, to get a bird's-eye-view of the subject matter and treatment, and to form a reasonable judgment of the value, for his purposes, of the content read; (8)

"In reading to master the general outline or the general facts involved, he is able to outline the selection, identifying main and

subordinate topics, to relate subordinate details to such an outline, to select key sentences or to determine topics of paragraphs or of a longer selection, to accompany his reading with appropriate visual imagery, to note for later consideration new or difficult terms and concepts, or to grasp the major issues and their implications; (8)

"In close reading for mastery of the content, he is able to understand the individual words, and make reasonable inferences as to the meanings of words he does not know, to accept for the moment the writer's point of view, disregarding his own prejudices and biases, to give to words and phrases the meaning and interpretations intended by the writer, to follow a train of thought through a maze of detail, to ignore whatever is irrelevant for his purpose, to select and organize data for use in answer to questions or the like to isolate the essential parts of an idea, to note restrictive modifications, to group essential ideas or elements, after these have been isolated in meaningful relationships, and to associate the selection as a unit with what precedes and what follows it. (8)

"Reading comprehension seems to be a function of three more or less independent attributes of the reader: his intelligence, his background of experience and emotion, and lastly, his ability in the more technical reading procedures as such. Other things being equal, the bright student will obviously get more from his reading than will the dull student; so, too, the greater increment of knowledge and pleasure will accrue to that student whose cultural experiences have been broad and whose emotional background is favorable to the reception of what he reads. (8)

"The question which our experiment tried to answer narrowed down then finally to this: taking the freshman with his present intelli-

gence and background, with his visual acuity and his perceptual habits of reading as we find them, can we improve him in the rather technical matter of his use of specific reading processes or performances."

"Nine of the specific reading abilities named above were chosen for experimentation. Two comparable forms of a silent reading examination were constructed, with text paragraphs and questions kept as simple as possible, the examinations being designed to call out the exercise of the several abilities under consideration. Didactic and practice materials were devised, again bearing directly upon these nine abilities. Four comparable groups of freshmen, about 100 students in each group, were involved in the experiment. In each group about a quarter of the students were from 'x' sections, another quarter from 'z' sections, and the remaining half from 'y' sections of the required Freshman English course, so that we hoped to have about a normal distribution of an undefined 'English ability' in each group. Two of the groups aggregating 204 students served as experimental sections, the remaining 220 students were control groups. One experimental group and one control group took each form of examination as an initial test; the forms were reversed for final testing. The didactic and practice materials were put into the hands of members of the experimental groups, with the practice exercises taking the place of one required English theme. No other instruction tending toward the improvement of reading ability was given the experiment sections, and the entire time between the initial and the final tests was but one calendar month. At no time during the experiment was any help in silent reading, of any sort, given to the control sections. (8)

"When the test questions bearing on any one of the nine abilities studied are taken together, these little subtests range in length

from three to eleven minutes for the several abilities. If the experimental groups made more gain in score than did the control groups, in passing from the initial to the final test, for any specific ability of our nine, this was to be taken as evidence of the effectiveness of the training series for that ability. (8)

"Statistically significant improvement was noted in the experimental groups over the control groups in each of the six following abilities: accompanying one's reading with appropriate visual imagery, knowing or inferring the meanings of difficult or unusual words, noting restrictive modifications, disregarding whatever is irrelevant, accepting the writer's point of view without bias or prejudice, and skimming to get a bird's-eye-view of the subject matter. Lesser gains, not amounting to full statistical significance, yet nevertheless gains, were noted in the case of the other abilities studied, namely, selecting data for use in answering questions, isolating the essential parts of an idea, and determining the topic of a selection.

"For each of these last-named three abilities, the improvement of the experiment group averaged less than 10% of the original score; for the other several abilities, gains were noted ranging from 15% in the case of the ability to isolate the essential parts of an idea, to over 50% in the case of the ability to skim for a bird's-eye-view of the subject and the ability to infer the meaning of unusual or difficult words. The average gain of the control group was negligible, ranging for the several abilities from no gain to a gain of 5%. In other words, if one may accept the evidence of the tests, there was practically no improvement in score shown at the second testing by members of the control group, while the average score of the members of the experiment group increased in every case--increased by more

than half in the cases of two of the nine abilities studied. (8)

"These small gains of the control group in the several abilities studied resulted, together, in a gain for the mean score of the group from 45.1 to 46.0--a gain of 2%. The more conspicuous gains in the experimental group sufficed to lift the mean total score from 45.3 to 57.3--a gain of something more than a quarter of the mean score with which the group began.(8)

"When so light and brief a contact with remedial measures brings such remarkable improvement, a strong presumption arises that there is no phase of reading comprehension in which, under proper circumstances of training and experience the college freshman may not be improved." (8)

McCarty (170) organized experimental and control groups among ninth and tenth grade pupils. The experimental group met for one hour daily for special training in reading; the control group received no such guidance. After twelve weeks of training the investigator concluded that special training in reading "gave a greater, though not statistically significant, increase in comprehension" than was secured from regular class work. The improvement was about equal for pupils of low and average intelligence.

Robinson (81) summarizes the results of an experiment to determine the value of clinical analysis and treatment of reading deficiencies among freshmen ranking in the lowest tenth in reading ability. He presented evidence which showed clearly the value of clinical treatment of college students ranking in the lowest tenth of the freshman group with respect to reading achievement. As a result of the help given there was marked improvement in reading achievement and scholastic progress. The amount of improvement correlated

1. The first part of the report is a general introduction to the subject of the study.

2. The second part of the report is a detailed description of the methods used in the study.

3. The third part of the report is a discussion of the results of the study.

4. The fourth part of the report is a conclusion and a list of references.

5. The fifth part of the report is a list of appendices.

6. The sixth part of the report is a list of figures and tables.

7. The seventh part of the report is a list of footnotes.

8. The eighth part of the report is a list of references.

9. The ninth part of the report is a list of appendices.

10. The tenth part of the report is a list of figures and tables.

11. The eleventh part of the report is a list of footnotes.

12. The twelfth part of the report is a list of references.

13. The thirteenth part of the report is a list of appendices.

closely with the intelligence of the student and with his willingness to co-operate.

Chamness (130) reports an experiment with the aid of standardized educational tests to determine whether the reading ability of high school pupils can be materially improved by the application of certain definite remedial measures of instruction. Findings: Pupils given remedial instruction showed much more improvement than those taught in the ordinary way. Pupils who showed no improvement were found with low I. Q.

The vocabulary used by five classes of upperclassmen and five classes of freshmen enrolled in the school of education and the college of liberal arts of the University of Kansas was studied by Witty and LaBrant (111). A total of 340 compositions and a like number of vocabulary tests were obtained. An analysis was made of the vocabulary content of twelve well-known books. Conclusions: Elements other than vocabulary determine the choice of reading materials for persons over 14 years of age; the problem of vocabulary development may have received too much emphasis.

Baker (115) reports the results of an analysis of the reading habits and accomplishments of 600 high school pupils of University City, Missouri, to determine the factors that contribute to improvement in rate and comprehension of reading and to school progress. There was a greater tendency for the pupils to gain in comprehension than in rate of reading, and the gain in comprehension was more uniform than the gain in rate. The data seem to show that progress in reading is due less to general intelligence than to training and application. The poor were more inclined to gain in both rate and comprehension than the good readers, and improvement in rate and

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comprehension was accompanied by a tendency to do better school work. Good readers averaged higher intelligence and usually did better work in school than poor readers.

Johnston (161) describes a preliminary study among high school pupils to determine the relative sizes of their reading vocabulary in context and their definitional recognition vocabulary. He presents the results of the study to determine the relative sizes of their meaning vocabulary when words are encountered in context and of their definitional-recognition vocabulary. The device used was to compare the number of words not known in text with the number whose meanings were identified in a five-word-choice vocabulary test. The data secured indicated that the reading vocabulary is about 11% greater than the definition vocabulary. This finding can be accepted only tentatively owing to the nature of the tests used.

Clarson (132) writing on the ability of high school students in silent reading and its correlation with achievement in high school subjects attempts to determine the extent to which ability in reading conditions works for success in other subjects. He concludes that reading is one of the principal factors in the successful pursuit of other subjects.

CHAPTER III

PROCEDURES

"When the physiological and objective conditions have been made as favorable as possible, the student should begin his work by making a careful analysis of his task, to determine the exact purpose or aim which should guide him in reading the assignment, then work with goal-idea definitely in mind. The more specific and clear this purpose is and the more definitely and consistently it is held in mind as he works, the more effectively will his energy be applied. (119)

"There are, of course, many purposes which a student may have as he reads an assignment in a text. 1. He may read it to ascertain whether it contains any information on a certain point in which he is particularly interested. 2. He may read it to determine whether the author has made any contribution to what the student knows about the topic that is being discussed. 3. He might read it with the view of trying to make a good recitation of it the next day or to master it in a way that would enable him to answer questions on it at examination time. Lastly, 4. he might read it to determine what the author has said on the particular topics discussed and to relate this new knowledge to what the student already knows in such a way that it would enable him to use it in solving his own problems later on. The real purpose in studying a textbook should be to ascertain exactly what the author has contributed to each problem that he has discussed or to get this thought accurately from the printed page in the shortest possible time. (119)

"But the purpose, whatever it be, should be definite and clear and kept constantly before the mind while the assignment is being read, because it is very difficult to try to find, even in reading,

something for which you are not looking. This aim should be formulated by the student himself and really desired by him, for when specific and definite it serves as a basis for the selection and organization of all the pertinent facts which the author presents. The facts that have no direct relation to the reader's goal are discarded; those that are pertinent to his purpose are noticed, selected, and emphasized, and will, therefore, be more easily organized into a logical sequence, and better interpreted and retained. (119)

"If, for example, your purpose in reading the preceding chapter in this book should be to get all that the author had to say on the various topics discussed, or to understand all the important points treated in the chapter, you would naturally begin by determining the particular topics or questions that the author treats in the chapter. Then you would read it with these problems in mind, noting each important thing that is said about each of the problems discussed. These facts can then be easily organized around the particular topics that are being discussed. (119)

"Such a purpose or aim serves as a real motive for the student because he is constantly urged on to see what the author contributes to the specific problems on which he is seeking information. It is because this goal-idea is much more definite and so much more constantly held in mind in reading a novel that a student is able to read such a story more rapidly and intelligently than he reads other sorts of material. In the case of the story the purpose or end that is sought (what is to happen next, or happen to this or that character) is ever before the reader's mind, and he more readily obtains and remembers the things which bear on this point. If, therefore, you want to read an assignment in history or in psychology with equal interest

the necessity of finding the topic or purpose of the whole. ...Some children have learned of 'paragraph' only as a formal definition and as an arbitrarily demanded indentation in their own writing; they have never discovered that the sentences in their interpretive reading, as well as the paragraphs themselves, mass to form units all about one topic, which they could learn to state. Such study should be a much greater part than it has been of the work in history and science and in every subject where connected reading matter is presented to children. Without it their power of reading will hardly be aided in school to become anything thoroughly useful and important in their daily living. (167)

"But we must not stop here, either; though this has been the goal of much advancement in teaching reading, it is only a part-way house to further and continually more important achievements. For the paragraph is but a small unit which in its turn is built into sections, chapters, and books. To have mastered it is to know, perhaps, only sub-head 'b' in the large scheme; so soon as possible the pupil should turn his attention from an apprentice study of the paragraph to a journeyman view of whole chapters or larger sections of his text. He should learn to use all possible aids provided by the author. The chapter and section headings--he should read them with the question: What is this part likely to tell? What has it to do with what we have been considering? By thus anticipating and linking up, the pupil can come to read intelligently in large and significant units, and not in words and phrases, sentences and paragraphs only. (167)

"He can be helped to make especial use of the preface and the table of contents, which in well-built books give an analysis of

of the major and possibly of essential minor divisions of the book and show their relations to one another. He can consider this before reading the book itself, or when passing from section to section, or at the end of studying the whole. This sort of work is of value also as developing a questioning and weighing rather than a mere undiscrimination method of attacking the problem of reading. (167)

"Where we are concerned thus with larger units like essays or chapters, it is necessary also to discover the major supporting details and their relation to the central one. but this will be a consideration of large and important matters, and rarely of minute and subordinate points. And this study should of course follow, not precede, mastery of the main issue. It may in senior high school be extended into that difficult assignment, the writing of an abstract or outline stating first the summary of the whole, and then the three or four major divisions and something of the development of each. But such study should rarely, if ever, I believe, run to a more detailed and complicated analysis than this. Full outlining or briefing of, for example, Burk's 'Speech on Conciliation' is a most difficult form of 'chewing and digesting,' and in most schools it obscures the plain value, very rarely achieved, of getting the one central point of speech or chapter or book, with only the main points grouped about this center. It should be stated very positively, also, that such analysis or outlining as we have considered here is an aid to practical comprehension only. It has little or no relation to the quite different, constructive processes of composition and of appreciative understanding of literature. (167)

"This ability to read larger and larger sections of subject matter for their main thought is one of the chief objectives in really

useful and practical reading, whether in school or out. Clearly a pupil cannot most intelligently center his attention on this major point while he is distracted and preoccupied with the requirement of looking up all words that he does not know or of preparing to answer detailed memory questions upon it. It should often be made clear, then, that a given assignment, whether of a paragraph or a chapter or larger unit, is intended solely for getting the main thought. (167)

"Studying of chapters or sections for this purpose, indeed, should in almost all cases precede any more detailed analysis. Then, unless there appears clear reason for mastery in detail--and not for mere 'busy-work' or simply for getting something useless but definite to test upon--we will do better to pass on and attack something else in the same fashion, and master similarly its main point or issue." (167)

Eleanor Ruth Holmes studied the relative merits of reading guided by questions versus careful reading and re-reading without questions by college students as to: 1. meaning values derived in terms of questions used by one group in study; 2. values derived in terms of supplementary questions not known by either group before the test; and 3. total values derived in terms of study and supplementary questions, for different types of material. Conclusions: In general, the guidance of specific questions results in a larger number of meaning values in terms of study questions themselves, no loss of supplementary values, and a larger total number of meaning values, when the purpose of the reading is delayed recall of science material or material relating to the history of English literature. For immediate recall of material relating to the history of English literature, question-directed careful reading surpasses undirected careful read-

ing in terms of study questions and total meaning values. For immediate recall of scientific material, both procedures are of equal value in terms of total meaning values derived. Question directed careful reading significantly surpasses undirected careful reading for acquisition of specific information in terms of study questions even here, however. (47)

"A helpful suggestion from the scientific measurers is that we show pupils graphically and clearly where they are and how far they have come and have to go. For example, charts of speed in reading showing initial position and gain by month or term, or gain in comprehension ability between tests a term or a year apart, are a remarkable stimulus to good-spirited and sustained effort. So far as possible these should avoid emphasis on comparisons between individuals in the class. Because children differ immensely in natural powers and keep pretty much the same relative positions throughout--that is, are from beginning to end poor, mediocre, or superior--priggishness on the one hand, sore misery on the other, are apt to be the chief results where competition of individuals is taken earnestly. But where a child competes against the median or average score of ten thousand pupils of his age or in the same school grade, there is less invidiousness of comparison. Where his effort is spent in improving his own record and increasing his stride, there is room only for good honest trying and deserved satisfaction. Possibly best of all, a child may work to better the score of his grade or school in competition with others; his problem and his pride thus become social, and there is less petty jealousy. I do not of course mean that individual rivalries are not sometimes a keen and useful stimulus; but the gains we desire are the greatest possible additions

to each one's ability, irrespective of any one else's; and recent studies have emphasized the fact, often overlooked, that differences in ability at birth are not leveled out by education, even if such a result were desirable. They tend to grow greater rather than less with proper training; for under the most favorable conditions the able child often gains more than the inferior, and so outdistances him still further." (167)

"A common obstacle to study is undoubtedly defective reading power, and here we need to discriminate. (187)

"A few individuals are pretty apt to be found who really cannot read at all. They can pronounce words and perhaps get a glimmering of sense, but they cannot read thought. They are typical of the zone between the 7 per cent of illiterates whom the census taker found and the 24 percent whom the army tests identified. Any good standard comprehension test will detect these individuals. It is a waste of time, money, and energy to keep them in courses of the science type from the seventh grade upward. The system should send them into special classes until they can be taught to read, and then it should mend its ways and see that they are no longer produced in the elementary schools. (187)

"A somewhat more advanced type are the decipherers. These people can get the thought, but they get it as an Egyptologist gets the meaning of an inscription in hieroglyphics, or as the typical product of our Latin courses gets the sense of his diploma. They learn to decipher more or less rapidly, but in the end so much of their energy is devoted to the process that they cannot, or at least, do not, reflect as they go along. The teacher says that 'they cannot think.' It is not so easy to identify these individuals. In the first place,

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the teacher's rough diagnosis is perhaps a good lead. There may be other reasons why they cannot or at least do not 'think.' One of the reasons would be revealed if the pupil should exhibit the typical distraction profile--inability for sustained application. If, however, the non-learners of the non-reflective type are identified and their capacity for sustained application observed and recorded, and if those who exhibit fairly good application profiles are gathered together for further study, we shall probably be making progress. (187)

"A chronic decipherer is pretty apt to be a slow reader, although he may score high on retention of what he reads. Next in order the writer suggests that the character of his written work, either in the subject being studied or in some other subject, may throw considerable light. People who write clear, readable material, in narration, description, or exposition, are pretty apt to be people who visualize their subject and write without focal consciousness of the discourse. They are likely to be people who read in the same way. On the other hand, we get a great many papers in which it is hard to pick out a definite thread of meaning. The words and sentences are there, and the paper looks as if it meant something, but it does not. You catch frequent words and phrases which have clearly come from the books or from something you have said. If the story is clear down to this point, you may be fairly confident that you probably have a decipherer--confident enough, let us say, for assignment to a corrective group. Of course, the best and readiest of all means would be to photograph the eye-movements, but apparatus for this purpose is not readily obtainable for ordinary high-school work. As in the previous case, treatment calls for segregation and corrective training." (187)

"We may find that the student is a poor intensive reader. Indeed, this is a fault which is very widespread, not entirely unknown among teachers themselves. The pupil's reading is normal as reading, but he does not note all of the meaning. He is slovenly. These people are readily identified by selecting typical passages and testing response to all of the ideas contained in the passage. A true-and-false test is perhaps the readiest. Such people will be found merely to have obtained 'the main idea,' which commonly is a euphemism for 'half-reading.' Treatment of these pupils is part of the regular supervised-study training program and is in all respects similar to that used in training for sustained application. Exhibit the results of the tests, make the pupil aware of his failings, retest and note improvement, urge to renewed efforts, and so on. Graphing improvement is usually a good stimulus. (187)

"Capacity for sustained application, normal reading ability, and a modicum of direction by the teacher will go far to make a student." (187)

"A few questions concerning intensive reading in science: 1. Does the student read with serious sustained application? 2. Can the student give orally, or in written form, a coherent statement of the gist of the subject-matter read? 3. Can the student write in his own words and in a single statement the major idea contained in a paragraph? 4. Does the student understand the meaning of the new scientific terms used? 5. Does the student see clearly the cause and effect relationships? 6. Does the student make cross-references as indicated in science textbooks? 7. Does the student associate the factual subject-matter with the unit concept?" (194)

"A printed page turns out to be ... a source of a mass of impressions which the active mind begins to organize and arrange with refer-

ence to some pattern which it is trained to work out. If the mind is fitting together the impressions so as to bring into high relief grammatical distinctions, the grouping of words and the distribution of emphasis will be according to one pattern. If the mind is intent on something wholly different from grammar, as, for example, the experiences which the author is trying to picture, the whole mental and physical attitude of the reader will be very different. (162)

"One of the statements very commonly made about passages which are assigned to be read is that they are easy or difficult. Such a statement may refer to a variety of characteristics. One type of difficult passage is made up of long words or unfamiliar words. The seat of the difficulty in such cases is the vocabulary. In other cases it may be the sentence structure which is complex or drawn out to such an extent that it taxes the reader's attention. Again, the logic of a discussion may be difficult to follow; the reader will in such a case, perhaps, know all of the words and be able to follow the sentence structure, but will have difficulty with the thought." (162)

Crofoot (14) describes the procedure followed with a class in need of remedial instruction in reading during the summer of 1926. The class varied in age from 21 to 45 years. Preliminary and final measures of reading achievement were secured through the use of the Monroe Standardized Silent Reading Test and the Thorndike-McCall Reading Scale. A study was made by the class of the causes of reading difficulties and their remedies. O'Brien (385), "Reading: Its Psychology and Pedagogy" was used as a textbook in 1927 and in 1929 J. A. Wiley's (454) "Practice Exercises in Silent Reading and Study" was used. Both books give information as to desirable habits to be formed with suggestions to aid in establishing them. Prof. Wiley's

with the averages of the previous ten. (14)

"Every four or five days informal tests, to test rate and comprehension, were given during the class hour. These were checked and the scores were placed on individual graphs. By the use of these different materials and devices, the students watched their own records and knew whether they were progressing or not. The student compared his record with the record of this class, with the standards, and with his own previous record. Lack of growth showed the need of a more thorough diagnosis, and evidence of growth seemed to stimulate him to greater efforts. (14)

"Progress seems to follow diagnosis and individual treatment, if the individual is interested in his own improvement, if he can watch his own growth, if he is given practice with definite knowledge as to the purpose of that practice, and if he is made to understand the psychological and physiological reasons for doing the things in the prescribed way. (14)

Special work was done on vocabulary. Practice in the recognition of phrases and in the interpretation of sentences and paragraphs was required. The scores at the end of the summer session showed notable improvement, particularly among the students who ranked low at the beginning of the experiment. (14)

"A great variety of educational investigations has yielded data, in recent years, which throw light on the great differences which exist among pupils. In fact these differences are so great that even under the most favorable conditions of homogeneous grouping of pupils, wide differences will still exist. This fact lends great importance to individual diagnostic procedures. It is quite obvious that no teacher can secure all the information needed for intelligent teach-

ing by means of group tests alone. (14)

"Diagnostic and remedial teaching is based upon a recognition of the importance of finding causes for failure to achieve. Such causes may be quite varied in nature. In fact, the assumption is that the causes in any given case may include factors which have not previously been encountered. Diagnosis becomes therefore a distinctly exploratory process in which the teacher approaches the problem with an open mind and unbiased judgment." (14)

Brooks (120) suggests that diagnosis be guided by three underlying principles:

1. Diagnosis must make as minute an analysis as possible of the child's reading habits to find out which ones are not functioning properly.
2. Such an analysis, to be correct, must be based upon all available relevant facts.
3. Open-mindedness is the essence of scientific spirit; it is essential in evaluating all data. The purpose of diagnosis is not to bolster up some theory or vindicate some method, but to find the truth, whatever it may be."

"For the sake of convenience there may be assumed to be three types of information to be secured through diagnosis: 1. Deficiencies in motor phases of reading may be fundamentally responsible for the child's failure to make satisfactory progress in reading; 2. detailed studies of the abilities of the pupil in the different specific reading skills may indicate the types of reading performance in which the pupil needs assistance; 3. wide varieties of information concerning the child and his characteristics may throw light on the causes of reading deficiencies." (250)

"It has been found that most college and high-school students read only about as fast as they can pronounce the words orally, and that they read more slowly even than they did when they were in the elementary grades. It is also well known that rapid reading is re-

quired to succeed with our work and that all college and high school students could very easily improve their rate of reading from 50 to 100 per cent. (119)

"In order to bring about this type of improvement a student must first of all really want to improve in his rate of reading. He must feel that it is valuable or necessary for him to do so, then direct his efforts and attention sharply to speeding up this particular phase of his work. (119)

"To do this it is best to practice with materials where the context is well known and where the topics discussed are clearly set forth in the paragraph and sectional headings. This makes it easy to hold these topics in mind as you read. To read rapidly and by sight as contrasted with the verbal method of reading you must learn to fill in the thought from two or three salient words in each line or sentence. Without taking a second glance you must press on, trusting that later sentences in the paragraph will clear up the meanings that you do not instantly catch. In general, it is helpful to notice the first and last words of the key sentences. But you must also look for the key sentences in each paragraph and for the most important paragraphs in each section or chapter. (119)

"If you merely want to follow the author's argument from the beginning to the end of the chapter, you should read by paragraphs rather than by sentences. The subject of a paragraph is usually contained in the first sentence or two. The other sentences merely explain this topic or thought sentence. The last sentence of the paragraph is important because it usually contains a summary of the thought explained in the paragraph. To get a correct idea of what your author is discussing you should therefore glance at the first short sentence or

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two in each paragraph. If this is sufficient, you may skip the rest of the paragraph and go to the next. If the first few sentences do not develop enough of the thought to carry you on, glance at the last sentence. At times, of course, you should pause to develop the thought further by reading the intervening sentences. (119)

"If you want to see what the book as a whole has to contribute to the particular problem that you are investigating, you will be able to do it quickly and rather accurately by noting carefully the subject of each chapter and section and by reading the first paragraph or two and the last paragraph in each chapter. The sections that discuss the particular topics in which you are interested should of course be marked and read more in detail, and particular attention should be given to the key sentences in the paragraphs dealing with those topics. By the use of this method G. Stanley Hall could examine two wheelbarrowfuls of books in one afternoon and night and get from them all the new facts they contained on the subject on which he was lecturing at eleven o'clock the next day. (119)

"The secret of learning to read rapidly is, therefore, the learner's desire or deeply felt need for greater efficiency in this direction, learning to slide over unimportant words or sentences, emphasizing the key words in a sentence and the important sentences in each paragraph, but never giving them so much time that they can or will be inwardly pronounced. These sentences usually contain the topic discussed, while the last sentence or two in the paragraph sums up what has been said or concluded on this point. This process is generally repeated in the chapter or other larger units of the text: the subject of such a chapter or division of the book is usually named and developed in the first few paragraphs, while the last para-

graphs in the division contain a brief summary of what has been said earlier on this topic. The index, table of contents, and preface of every book studied should of course be consulted at the start to determine what it is about and to see how the various problems discussed are treated by the author. (119)

"In getting the thought from the text a student must do the same sort of thing a pianist does in playing a score of music from sight. He must learn to neglect all the easy and well-known points, all the words that can be readily filled by the mind when the key words are noted and recognized. Like the musician, the reader guesses at these connections and fills them in correctly because of the higher language habits that he has already acquired. This is possible because the reader is attending to the essential thoughts or sentences which carry him along. Learning to read rapidly and yet effectively consists, therefore, mainly in being able to select these important sentences and words and to neglect the unimportant ones which the reader fills in mentally from the dominant sentences and words that he clearly apprehends. (119)

"One of the best aids to the acquisition of this kind of skill is to make it a practice to see how many pages of a given text you can read correctly in five minutes, checking up on the efficiency of your reading after each trial by writing down immediately after the reading what you have read during the test. By keeping an accurate record of the amount and accuracy of what you are able to read in such a test you will finally force yourself to read both more rapidly and effectively and so increase your skill until your physiological and mental limit for this type of work has been reached." (119)

Kornhauser (54) gives four rules for improving speed of reading:

1. "Keep forcing yourself to read rapidly. Put forth a strong and persistent effort. Urge yourself to speed up continually. Simple as this sounds, it is the most important of all rules for increasing your reading speed. Continuous effort will very soon bring results, even though you ignore all other rules. Begin today forcing yourself to read rapidly. At first your comprehension of ideas will be interfered with. But with persistent daily practice you can soon learn to grasp ideas with remarkable quickness. Do not mind the mistakes and omissions that occur while you are learning. Read over your lesson rapidly two or three times if necessary to get the main ideas; then read carefully for details. (54)

2. "Read phrases and sentences, not words. Many people pronounce words to themselves in silent reading almost as distinctly as though they were reading aloud. This habit can best be overcome by the vigorous application of rule 1. The separate pronunciation of words becomes impossible when you speed up the rate of reading. Learn to leap from ~~phrase~~ to phrase and from ~~sentence~~ to sentence. Trust that later sentences will clear up points that remain obscure. Read for ideas, not words. (54)

3. "Learn to skip wisely. 'Hit the high spots.' Do not be afraid to skip phrases, sentences, and even whole paragraphs, provided you have caught the drift of the author's thought (Remember that you are going to re-read the matter if it is something to be mastered.) Give special attention to the beginning and end of each sentence and each paragraph. Often you need only the first and last sentence of a paragraph to get the whole thought. Authors have different habits in this matter, and you will do well to discover in each assignment whether summary sentences are used and whether they ordinarily occur at the beginning or

end of a paragraph. Where a book has printed marginal notes or paragraph headings or a detailed table of contents, you can use these to great advantage in skimming the book.

4. "Test yourself every few days to see what progress you are making in speeding up. Take some book of moderate difficulty and see how many pages you can read in fifteen minutes, without losing any of the essential thought. After a few days' practice in speeding up your reading, give yourself another fifteen-minute test in the same book. Continue to do this and keep careful records of the results. To make sure that you are getting the essential thought, write down your idea of what you have read, and then compare these notes with the original material. Keeping note of your actual progress in this way will help you greatly in your determination to improve. You will find a marked increase in your ability to read rapidly and still get the meaning of what you read." (54)

"One of the most important habits in silent reading is the habit of making mental cross-connections, recalling associated and related ideas during reading. The teacher may set up a conscious aim for forming this habit. We may ask such questions as, 'Why do children who have traveled a great deal and who have lived in several countries find it easier to study geography?' 'Why are books with many examples and illustrations easier to understand than those without?' 'What is the purpose of the footnotes that remind us of something we have had before or learned in some other course?' (129)

"With questions and illustrations the teacher can get pupils to see the difference between reading between the lines (filling in new meaning) and simply trying to fix the language of the author in mind. If the teacher is definitely planning to teach pupils this habit, she

[The text on this page is extremely faint and illegible. It appears to be a multi-paragraph document, possibly a letter or a report, with several lines of text visible across the page.]

to make a list of things that are suggested to their minds by what they read--things that would help the average reader to get more meaning and better associations from the passage. The teacher makes a little play on the phrase 'that reminds me.' They all know the story teller who is constantly reminded of another story or the good conversationalist who is usually reminded of some similar or related incident. When she is sure they understand clearly the kind of thing they are to write down, she directs them to number the lines on a sheet of blank paper. She tells them to put a small index number as they read at every point where they recall some related idea, i.e., whenever they are reminded of something that illustrates, explains, or adds to the thought. Then before they continue reading they are to write down the recalled idea, using just a word or phrase opposite the corresponding number on the sheet of paper. After this process is illustrated by the use of a passage from another part of the book, the pupils follow the directions, reading the selected passage. The teacher should have prepared in advance a list of ten of the cross-connections which she thinks will be most commonly made by the pupil. She should tabulate the results in two ways. First, check each student's paper for satisfactory cross-connections, recording the total number; then make a class distribution of these totals. In this way she will know how many people had three, four, five, nine, or ten satisfactory cross-connections. Secondly, make tallies showing the number of pupils who mention each of the ten cross-connections she had on her own list. Results from several classes in several subjects show that the difference in pupils' ability to make mental cross-connections is very marked. Most teachers who have given the exercise to their classes have been much surprised at the limited num-

ber and character of the cross-connections made. It will be observed that this is not strictly speaking a test of the extent to which they use the habit of making mental cross-connections. It is rather a test of whether they can do so when they have their attention directed specifically to it. The significance of the result lies in the fact that they have trouble in doing it even then. This is fairly good indirect evidence that they do not habitually do it when they study." (129)

"The facts in today's lesson should be correlated with "1. earlier material in the same course, 2. material in other subjects,-- such as history with geography, English with history, one science with another--or 3. everyday affairs (experience and other reading)." (129)

"Such a procedure should be followed as will secure a sensing of the perceivable details and a master of the essential point, or, in larger units, two or three points involved. Reading mastery must meet this test: Have we in our reading so brought our previous experience to bear that we have a clear picture of the sense-ible happenings and persons in the account, or lying close back of its ideas? Have we pictured to ourselves the moving scenes of suffering, in battle or factory or tenement--scenes of which we have been reading, or which lie necessarily back of our attempt to understand the orator's or the poet's presentation of courage or of ideals of service? Without this actual reconstruction and realization our study or reading is of little or no effect; what we have memorized and unthinkingly agreed with will stay but a short time with us, and our mental sweat will have streamed in vain." (54)

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CHAPTER IV

MATERIALS

"The readings from the beginning to the end of the course, to the end of life itself, need to be as wide and varied as earthly life and to give an adequate revelation of all major types of human experience, in all portions of the world, and with such historical perspective as is needed for each of the various regions, and what is more, it must look not merely to the tangible and easily apprehended things of sense, but also to the intangible forces, influences, and relations without a vision of which the more tangible things are meaningless. The intangibles are also portions of reality. Any selection will be chosen not upon the basis of literary form or structural beauty; or nationality of the writer; or language in which he originally wrote; or of the age in which he lived; or recency of the selection; or fame of the author. It is simply a question of whether it presents a clear window through which one can look out upon existence." (118)

The astute teacher selects material within the capacity not only of his pupils but also of himself. A good course in reading consists of varied materials, prose and poetry, both factual and fanciful material, and academic, vocational, and recreational material.

There is no large body of material on the market to be used in remedial reading work, although some high school and college teachers are taking steps to meet this deficiency in their own classes. This is as it should be, because the needs of every class and of every individual in every community are different and individual differences can be met only with individual remedial material after careful diagnosis.

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1. Pitkin, Walter B., "The art of rapid reading, a book for people who want to read faster and more accurately," 370 Seventh Avenue, New York: McGraw-Hill Book Company, Inc., 1929, 230 p.
"Discusses the nature of rapid silent reading and offers definite suggestions for improving rate of reading for adults. Explains causes of poor reading and gives exercises for improvement."
2. Pressey, Luella Cole, "A manual of reading exercises for freshmen," Columbus, Ohio: Ohio State University Press, 1928
"Provides directions and materials for use by college students in improving their ability to read. Six exercises per week and test for six weeks. Answers given to comprehension questions."
3. Salisbury, Rachel, "Better work habits in college, a practice book on the thought side of reading and composition (outlining and notes)," New York: Scott, Foresman and Company, 1932
4. Taylor, C. B., "Reading comprehension," Research Service Company, 100 lessons

4. The fourth part of the document addresses the importance of regular audits in the financial reporting process. It explains how audits provide an independent assessment of the reliability of the financial statements and help to identify areas for improvement.

5. The fifth part of the document discusses the impact of technology on financial reporting. It highlights the benefits of using accounting software and other digital tools to streamline the reporting process and improve the accuracy of the data.

CHAPTER V

SILENT READING TESTS

A. Introduction

The chief instrument in diagnosis is the standardized reading test. Such a test may measure either oral or silent reading and, if silent may be given either to single individuals or to groups. Certain tests seem to have outstanding advantages for special forms of diagnosis.

"A survey of the studies concerned with reading performance reveals a rather general agreement that reading ability is composed of at least two elements, i. e., speed and comprehension. An examination of the existing tests, however, discloses little agreement among authors as to what constitutes an adequate measure of either speed or comprehension. The name assigned a reading test may be inadequate or even inaccurate. A striking example is the confusion of simple recall with comprehension exemplified by tests in which the amount retained and written down after a single reading is considered to yield a measure of comprehension. True comprehension, however, is quite different from such recall, for it involves understanding, selection, correlation, and organization, all of which are influenced by the mental set of the reader. (101)

"The word 'comprehension' or 'speed' in the title of a test carries no assurance that the test measures a general comprehension or general speed factor in reading. Indeed there is rather conclusive evidence to the contrary. Comprehension scores on material similar in nature correlate high, but with change in subject matter the intercorrelations are low. Tests of 'comprehension,' unless content is strictly comparable, do not yield comparable scores. (101)

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY JOHN BURNET

IN TWO VOLUMES. THE SECOND VOLUME.

1688.

Printed by J. Sturges, at the Sign of the Gun, in St. Dunstons Church-yard.

By Authority, Wm. Sturges, Printer to the University.

TO THE RIGHT HONOURABLE THE LORDS OF THE COUNCIL.

Sheweth, That your petitioner, the said John Burnet, hath

been employed by your Honours, in the printing of the

History of the said Charles the First, by John Burnet.

And your petitioner doth hereby certify, that the

same hath been printed, and is now in the press, at

the Sign of the Gun, in St. Dunstons Church-yard.

And your petitioner doth hereby certify, that the

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"Speed of reading scores show trends similar to those cited for comprehension. There are many reading skills which are somewhat independent, rather than either a general silent reading ability, a general comprehension ability, or a general speed of reading ability." (10)

A. I. Gates (141) has pointed out convincingly that there are several types of reading ability, and that a person may be competent in some and not in others. He has demonstrated that each of the various standard reading tests available apparently measure "somewhat different combinations of the many functions involved in reading."

"Views concerning the relation between rate and comprehension in reading are contradictory, and much of the interpretation from experimental evidence is misleading. Some writers state that rate and comprehension are intimately related while others conclude that there is no relationship between the two." (101)

In an elaborate and much quoted study Judd compared rapid, medium, and slow reading with good, medium and poor quality. This comparison led to the conclusion that "high rate and good quality are commonly related and that low rate and poor quality are commonly related."

After summarizing several reports, Gray (322) concludes that "the evidence indicates a positive relation between speed and comprehension, that this correlation is not invariable, and that it is higher with children than with adults."

Eurich (25) concluded that there is "a positive but not close relationship between rate of reading and comprehension."

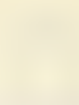
"It is quite evident that certain commonly used measures of rate and comprehension yield high intercorrelations and others yield low

intercorrelations. (101)

"In considering rate in relation to comprehension in reading the important problem is how well rate of reading history is related to comprehension of the historical material; how well speed of reading easy narrative is related to comprehension of the narrative text, etc. To correlate a speed score for reading easy narrative with a comprehension score in reading chemistry and state that the obtained coefficient shows the relation between speed and comprehension in reading is not justified." (101)

Rate and comprehension should be "measured on identical reading text. The time taken for the reading or the number of items attempted is the rate score, and the number of questions answered correctly constitutes the measure of comprehension. A correlation of the two scores reveals the relation between speed and comprehension. Such correlations are consistently high." (101)

The conclusions reached by Tinker (101) are as follows: 1. "Analysis of results obtained with standard reading tests shows that 'comprehension' measured on dissimilar textual materials does not yield comparable scores. The same is true for speed scores. 2. Further analysis justifies the conclusion that there are many reading skills which are somewhat independent, rather than either a general silent reading ability, a general comprehension or a general speed of reading ability. 3. The only adequate method of discovering the true relation between speed and comprehension in specific reading skills is to measure rate and comprehension on the same or strictly comparable material. 4. Data obtained by this method reveal very high intercorrelations. With evidence now available, the only justifiable conclusion is that there is a close relation between speed



[The text in this block is extremely faint and illegible. It appears to be a multi-paragraph document, possibly a letter or a report, with several lines of text visible across the page. The content is too blurry to transcribe accurately.]

and comprehension in reading."

Smith and Wright (207) have stated that "measurement of all the factors that affect reading achievement is a difficult task. The measurement of very many of these factors is not yet attempted except in a composite result. Diagnostic testing in this field is somewhat limited and inadequate. It is hoped that more effort may be given to this phase of the work.

"Testing in the field of reading is inadequate not only because it fails to take into account and measure certain factors of reading efficiency but because the measures in use do not cover all the objectives of reading. The measures on the whole are measures of how efficiently people can read what they read. This phase of the reading program is basic and very important. However, one of our most desired objectives is to develop strong motives for, and permanent interest in, reading. It is, of course, necessary that pupils be able to read well before this objective can be attained. If measurement is going to succeed, however, as an all around usable tool, it must give measures of all the objectives of a subject; reading is no exception. (207)

"The measures of reading are not so reliable as they should be. If it is expected that classification, promotion, and other administrative actions are to be taken on the results of reading tests, these should be more consistent in attaining the same type of result under various conditions. The tests of reading have usually been short, and this would tend to make the reliability low." (207)

"Silent reading tests often attempt to measure separately two phases of reading--rate, the number of words read per unit of time; and comprehension, how much is understood. Some tests measure the

degree of comprehension in a given time limit and allow this result to stand for reading ability or achievement. In measuring the degree of comprehension, it is necessary not only for the child to comprehend but to signify the degree of that comprehension by a supplementary performance that can be objectively scored. The performance that indicates his comprehension should be as objective and as controlled as possible." (207)

"Tests of silent reading are primarily tests of these objectives: 'To develop well-established fundamental reading habits' and 'To develop effective habits of intelligent interpretation.' Although these objectives are measured in the various grades with different types of tests, they are the one most nearly measured." (207)

"When the teacher turns to the tests developed for the measurement of reading in high school, he discovers that they obviously have not been validated in accordance with such aims. They measure fairly well general comprehension of reading material, but they are diagnostic only to a very limited degree, and the remedial measures which should be undertaken as a result of the testing are not often clear. The teacher can only meet the aims of the better type of English teaching in the high school by resourcefulness in developing his own measures of pupil diagnosis and pupil progress." (200)

"A great many reading tests can be described as diagnostic only in a very general way. They give a measure of levels of achievement in reading, but do not reveal in any detail what the nature of the achievement is. Commonly they measure some rather large composite ability, the detailed nature of which is only partially known." (250)

"Having determined what the various reading skills and abilities are, the next step is to construct tests which measure these skills.

Since in most cases there are no standardized tests to measure the several narrow skills, it is incumbent upon the teacher to construct informal tests to be used for diagnostic purposes. The problem of preparing the necessary tests is further complicated by rapid developments in the study of the reading process. There is not complete agreement on what the essential reading skills are. Any series of tests, designed to be more or less comprehensive for the moment may become obsolete as new skills are revealed by continued study and analysis. It may be that standardized tests can only partially fill the need for diagnostic measurement in reading. There are those who hold that the classroom teacher should be trained in methods of test construction so as to be able to prepare the tests needed to meet the specific situations." (250)

"The value of measuring speed in silent reading should be emphasized. It has been found that the children who read rapidly--though not always the most rapidly--get the meaning much better than the slow pupils; the poorest readers in the class are almost without exception the slowest. This may be merely another way of saying that those of quick and superior natural intelligence are also those who have learned the best and most economical methods of comprehending what they read. But it is easy to prove in any schoolroom that merely helping a pupil increase his reading pace definitely improves his understanding." (167)

"One who has tried tests in his own schoolroom can probably tell what they do and do not reveal about actual reading difficulties and possible lines of effort in overcoming these. But we are entering upon a period of possibly perilous overemphasis on measurements; too many makers and administrators of tests, skilled in mathematics, but

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often ignorant of actual children and without scholarly knowledge of school subjects, attempt to interpret absolutely the findings of even a single test. One of the most enlightened and ardent devisers of tests, Mr. S. A. Courtis, gives a sensible warning against this misinterpretation. He notes that 'The factors which determine scores are so many that the slightest change in the test itself, in the children taking the test, or in the conditions under which it is given, may result in very different scores.' He notes further that 'if standard tests are used to magnify results above children great harm will be done!'" (167)

"In other words, scales and tests like these are not supposed, by anybody who has used and studied them properly, to be final and perfect products; they do not of course measure with anything like ideal accuracy. They are, however, an enormous improvement on the rough guesses that teachers have often been forced to make, and so help to do pupils more reasonable justice than heretofore. They are so far as possible devised as real situations; that is, they contain matter worth reading--at least as worth while as school texts--and provide the stimulus of matching wits against a reasonable problem to bring out the best a child can accomplish. But it is impossible that any situation, however real, should move every child to his best work, or even to a good average performance, on any given day. To rate a pupil from tests alone--and particularly from one testing--without careful observation from week to week of his responses to various reading matter, is unlikely to be fair. For comparing entire classes the tests are of course more exact measures. But checking one's observation with tests carefully given, and revising estimates from the tests by means of further careful study of individuals, will give

us the most probably valid information for planning work with them.

"It should be clearly emphasized that tests are not designed for daily class use, but as checks and measurements to be applied perhaps once a term or once or twice during the school year." (167)

"By the use of standardized tests both teacher and pupils can discover how the class and each individual in it rank in comparison with standards set after testing thousands of children with the same materials. Upon the basis of this information it is possible to plan work definitely to help each sort of pupils: those whose rate of reading is abnormally low, those who signally fail to comprehend what they read, and those who are approximately normal and who are superior in these respects. (167)

"We have seen 1. how children's individual powers and difficulties in reading, particularly in comprehension of silent reading, may be discovered by careful testing; and 2. in what fashion information furnished by the tests, and the tests themselves, may be useful in planning objectives and ordering moves to reach them." (167)

"One of the questions most frequently asked of every worker in educational measurements, is 'What is the best test in reading?' The only correct answer to this question is that there is no 'best reading test.' Measurements are a means for answering definite questions exactly. It is desirable in every case to choose the scale that will best measure that ability or phase of ability about which one wishes to know. If one is interested in knowing how difficult a task in reading the pupils can do, he should use the Thorndike-McCall Scale, or something like it. If he is interested in another phase of reading, he should use another scale or test. The time has arrived in the history of educational measurements when supervisors

and teachers should choose with intelligence the tests they use in the schoolroom. There has been entirely too much giving of this or of that test merely to 'be in style'."

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the study and the objectives of the research. It also provides a brief overview of the methodology used in the study.

B. Tests

Chapman, J. Crosby, "The Chapman Unspeeded Reading Comprehension Test," New York: J. B. Lippincott Co., 1925, \$1.00 per package of 50

Purpose: to test pupils' reading comprehension; range: grades 5-12; time to give: 30 minutes; time to score: 3 minutes; standardized.

This test consists of a fore-exercise and 33 paragraphs whose reading difficulty progresses in substantially equal steps. Comprehension of a paragraph is proved by crossing out one word.

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DeBoer, John J., "College qualifications test in reading,"

DeBoer (17) has constructed a college qualifications test in reading which is expected to show whether those planning to enter college have the "ability to read with intelligence and critical discrimination." He says, "The materials of the present test have been selected through sampling of the major types of reading materials commonly assigned to college students. It includes literary prose, a short poem, an excerpt from a long poem, historical narrative, expository matter, and a series of directions such as might be encountered in mathematics or science. The validity of the test rests upon the assumption that college students are called upon to read independently materials of a difficulty comparable to that of the test samples. That assumption is obviously justified in the case of Sections I and II of the test, which are taken from textbooks widely used in colleges. Section III, dealing with logical discrimination, is offered on the theory that colleges require not only adequate comprehension but a modicum of critical independence as well. Such intellectual processes demanded in Section IV as are not specifically reading processes are so commonly associated with the reading in college mathematics or science as to make the measurement of the total activity desirable. In any case, the reading skills in such situations as these function only in the total activity. In this exercise the activity is the familiar one of following directions.

"No claim is made that the instrument measures pure reading ability. It seeks to measure composite abilities in which reading is an essential factor and which are basic to successful performance in college. This test should be of particular service in identifying those pupils who may be promising candidates for college entrance but who require remedial work in important aspects of reading."

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Eurich, Alvin C., Minnesota Reading Examination X₁ XIII

"Reading has no particular influence in broadening the experiences of an individual unless what is read is retained. One may comprehend while reading and yet immediately following the process forget the ideas expressed by the printed words. This phenomenon practically forces one to the position that comprehension and retention are two separate functions of the reading process. The reports of investigations are confusing on this point, since a number of studies are reported in which comprehension is measured by the amount of a passage an individual can reproduce immediately after he has read it. Because of this unwarranted and unrestricted use of the term 'comprehension' there is need for an attempt to isolate certain factors that have been obscured by this loose terminology. The Minnesota Reading Examination X₁ XIII is one effort in this direction, since the test is concerned with the measurement of the information a student retains from the reading of a given passage. (24)

"Reading passages of a fair degree of difficulty for college students containing a proportionately large number of facts or items of information were sought. After the perusal of a number of books written for the college population, it was decided to make the selection from 'The Nature of the World and of Man' by Newman and others. To provide the reading material for Form A of the test, pages 191 to 197 were printed (by permission) in a separate booklet bearing the title 'The Evolution of Life,' with which the quoted matter deals. For Form B a discussion of 'The Eugenic Program' as it appears on pages 434 to 439 of the same book was reprinted. (24)

"Next an objective examination on the information contained in each of the booklets was framed. The type that seemed most applica-

ble in this instance was the multiple choice. This precluded the measurement of retention by recall and practically assured its measurement by recognition, which probably indicates maximum rather than minimum retention. When finally formulated each of the two examinations consisted of fifty units thoroughly covering the text of the reading passages. They were printed in separate folders to permit their use under varying conditions." (24)

"The reliability of the test proved to be sufficiently high for group measurement but not for individual measurement. Because of this absence of an adequate criterion the validity was not satisfactorily determined. It rests primarily upon the intrinsic nature of the test. Norms were expressed in terms of percentiles and variability units in order to be uniform with the other reading tests that were constructed. (24)

"When Examination K, XIII was applied to several groups, the results indicated considerable gain in information accruing from the reading process and only a small amount of loss during an interval of one week." (24)

Eurich, Alvin C., "The Minnesota Speed of Reading Test for College Students," Time, 5 or 6 minutes. Contains 38 paragraphs, in each of which there is an absurd statement to be crossed out. Constructed and evaluated for reliability and validity. Norms were established on approximately 2,000 students.

"This test consists of a series of paragraphs. Within each paragraph there has been introduced an absurd phrase that the student is required to cross out. An attempt was made to establish the absurdity in relation to the ideas expressed. It was also requisite that these extraneous phrases be introduced in such a manner that the reading would not be disturbed by incongruous grammatical relationships, and hence comprehension would be an essential element in the detection of the absurdities. Since a measurement of rate of reading was desired, only those paragraphs were selected for inclusion in the final forms of the test in which the absurdity was detected and crossed out correctly by 80 per cent or more of the two hundred college juniors to whom the original form of the test was given with practically unlimited time. This procedure assured comprehension by a large majority of college students, thus reducing the test to one that measures essentially the speed with which a college student can read the paragraphs. (24)

"Two forms of the test are at present available. Each form contains thirty-eight paragraphs, for which the student is given six minutes of working time. His score on the test is the number of absurdities he has crossed out correctly during the time allowed. (24)

"The Minnesota Speed of Reading Test for College Students attempts to measure the rate of reading by holding comprehension constant. This was made possible by selecting for inclusion in the test

only those paragraphs the meaning of which was comprehended by 80% or more of the college juniors to whom the trial form of the test was administered. (24)

"The reliability coefficients for the test range from .81 to .87. Considering the fact that these are coefficients of correlation between the two forms of a test that is only six minutes in length, the results are gratifying, since they are comparable to the values that have been secured for some of the better tests requiring a longer period for testing. (24)

"When the validity of the test is judged by comparisons with informal speed exercises, the validity coefficients range from .39 to .63. When judged by a second criterion, namely, the Chapman-Cook Speed of Reading Test, the coefficients range from .63 to .76.

"In the light of these reliability and validity values the conclusion is obvious that the test has considerable merit in measuring the rate at which college students read," (24)

Eurich, Alvin C., "A Vocabulary Test for College Students"

"It will be recalled that the testing time allotted to Part I of the reading test was only six minutes. This factor makes the test not only one of vocabulary but also of the rate at which an individual can respond. In the face of this fact, a vocabulary test that would be essentially a power test and represent all degrees of difficulty--from very easy to very hard--was desired for use in the experiment. (24)

"An excellent source for the construction of such a vocabulary test was available in the 'I. E. R. Inventory of Intellectual Tasks and Their Difficulty,' published in mimeograph form by the Division of Psychology, Institute of Educational Research, Teachers College, Columbia University. This material was assembled as a by-product of the scale designed to measure Intellect CAVD. From it 180 words together with the 5 words for each that provide a multiple-choice response, were selected. The total number of these tasks were then equally distributed between two forms of the Vocabulary Test for College Students. In each of these forms the range of difficulty was approximately from Level K through Level 1. In other words, the tasks ranged from those with which approximately 180 to 90% of high school seniors could succeed to those with which less than 10% of the applicants for admission to Columbia University could succeed. These tasks were arranged in order of difficulty on the basis of their scale values." (24)

"The reliability of this test appears to be of sufficient magnitude for individual measurement. Norms were established on the same basis as those provided for the tests previously described. The group used for this purpose consisted of 278 seniors of the St. Paul Central High School. Form A was given to this group and immediately followed by Form B." (24)

Haggerty, Melvin E., and Eurich, Alvin C., "The Minnesota Reading Examination for College Students, Form A., " University of Minnesota, 1930. Test I, Vocabulary, Test II, Paragraph Reading. The purpose was to construct a test of reading comprehension for college students. A test of reading comprehension was constructed and evaluated for reliability and validity. Norms were established on over 5000 students.

"That comprehension is fundamentally essential for effective reading is axiomatic. The multiplicity of psychological, physiological, and mechanical elements involved in comprehension, however, have never been satisfactorily isolated; and therefore the task of constructing a test to measure comprehension in reading is a complex one. The manner in which it has been sought to measure this factor in the Minnesota Reading Examination for College Students is not unique. Part I of the test is a measure of vocabulary. The hundred words comprising this section were derived entirely from Forms A and B of the Haggerty Reading Examination, Sigma X. Part II consists of a series of paragraphs each of which is followed by a number of statements. In some instances a check is called for to indicate the truth or falsity of the statement in the light of the ideas expressed in the paragraph above it. In other cases the examinee is asked to underline one of a number of possible completions for a sentence in order to make it a reiteration of a fact or implication contained in the paragraph. (24)

"The reliability for Part I is high and 'equaled only by a few of the best tests'; for Part II it is low but satisfactory for group measurements, while for the total score it is fairly high and 'fairly adequate for individual measurement.' (24)

"One of the most important aspects of any useful test is its validity, and yet measuring instruments of which an adequate description

1. The first part of the paper is devoted to a general discussion of the problem of the existence of a solution of the system of equations (1) under the conditions (2). It is shown that the existence of a solution is guaranteed if the matrix $A(t)$ is positive definite and the vector $b(t)$ is continuous. The second part of the paper is devoted to the construction of a solution of the system of equations (1) under the conditions (2). It is shown that a solution can be constructed by the method of successive approximations. The third part of the paper is devoted to the study of the properties of the solution of the system of equations (1) under the conditions (2). It is shown that the solution is unique and depends continuously on the data of the problem. The fourth part of the paper is devoted to the study of the properties of the solution of the system of equations (1) under the conditions (2). It is shown that the solution is unique and depends continuously on the data of the problem. The fifth part of the paper is devoted to the study of the properties of the solution of the system of equations (1) under the conditions (2). It is shown that the solution is unique and depends continuously on the data of the problem. The sixth part of the paper is devoted to the study of the properties of the solution of the system of equations (1) under the conditions (2). It is shown that the solution is unique and depends continuously on the data of the problem. The seventh part of the paper is devoted to the study of the properties of the solution of the system of equations (1) under the conditions (2). It is shown that the solution is unique and depends continuously on the data of the problem. The eighth part of the paper is devoted to the study of the properties of the solution of the system of equations (1) under the conditions (2). It is shown that the solution is unique and depends continuously on the data of the problem. The ninth part of the paper is devoted to the study of the properties of the solution of the system of equations (1) under the conditions (2). It is shown that the solution is unique and depends continuously on the data of the problem. The tenth part of the paper is devoted to the study of the properties of the solution of the system of equations (1) under the conditions (2). It is shown that the solution is unique and depends continuously on the data of the problem.

of validity is available are rare. This is true largely because independent criteria for the validity of most tests are extremely difficult to obtain. For this reason most authors of tests found it necessary to rest their case for validity upon the intrinsic nature of the instrument. This is precisely what has been done in the instance of the Minnesota Reading Examination for College Students. Part I is distinctly a vocabulary test. Part II has been so constructed that the examinees first read a passage and then answer questions concerning it, basing such answers upon their interpretation of the reading material. Surely such a process is an unequivocal duplicate of most reading situations in which one desires to glean information. In order to realize the extent to which the similarity persists in the two situations, one needs only to make a list of those inextricable factors of the test that justify its label as a 'reading comprehension' exercise. These may be stated as follows: 1. The test requires a knowledge of how to read. 2. The test requires a knowledge of vocabulary. 3. The test requires an understanding of the author's unique organization of thought. 4. The same mechanics of reading, such as eye movements, are involved in the test as in ordinary reading situations. 5. The test requires the ability to analyze the passage. (24)

"It is true that certain factors in the test are somewhat unlike those found in the ordinary reading situation. Among these are 1. the lack of the motivation found in reading; 2. the establishment of an artificial situation; and 3. the brevity of the reading passages and their divorce from the proper setting. In regard to the first of these factors it can be stated that even though the motivation is not the same in the test as in the usual situation where one is reading a book, the motivation that is present demands more intense effort, as

is true of most tests. Because of this fact the test may be more valid than if it sought to measure reading comprehension under the usual motivation, since the more intense effort demanded may assure a measure of the student's maximum reading ability."

"Norms are presented that make it possible to interpret an individual score in terms of percentiles and variability units. These were established on over four thousand high school seniors just prior to their graduation." (24)

Haggerty, Melvin E., and others, "The Haggerty Reading Examination," Yonkers-on-Hudson, New York: World Book Company, Sigma 3, Form A or B, \$1.10 or \$1.50 per package of 25 examination booklets, complete, key, 10 cents; Manual of directions, 25 or 30 cents extra; specimen set complete, 45 or 50 cents. Sigma 3 for grades 6-12, standardized

"The Haggerty Reading Examination, Sigma 3, is designed for grades 6-12. Two forms are available, each consisting of three tests: Vocabulary, Sentence Reading, and Paragraph Reading, all three comprising an 8-page folder. Each test is preceded by a fore-exercise.

"The examination measures reading ability or reading comprehension in general; it is more than an intelligence test, for no attempt is made to differentiate between inherited capacity and training. It is probable that Test 2 (Sentence Reading) is essentially a vocabulary test as well as Test 1. Test 3 measures the ability to secure exact meanings from rather compact paragraphs. (200)

"Exact directions for giving the test are found in the Manual of directions. Two methods are outlined. Method A allows the pupils ample time to do the fore-exercises and then times the pupils on only the test proper. In Method B the fore-exercises are considered part of the test and the pupils are timed from the moment they begin to read the directions. This method involves comprehension of material different from that in the test, and introduces an undesirable, variable element in the procedure. Hence it is recommended that teachers follow Method A. The time allowance for the three tests in the examination is 5, 3, and 20 minutes, respectively. The whole test can be given readily in one class-hour. Scoring is completely objective and fairly rapid. (200)

"The results of the Haggerty Reading tests may be used for sec-

tioning pupils on the basis of reading ability, and for measuring pupil progress in reading. The norms given do not represent a high degree of achievement and should be thought of rather as minimum standards for average students. They can also be used for diagnosis of pupil difficulties in vocabulary, sentences, and paragraphs. The tests show a fair amount of discrimination between grades and between chronological age increments of one year. (200)

"The reading materials which form the basis of these examinations were an outgrowth of surveys of the public schools in St. Paul, Minnesota, and in North Carolina. Items were originally drawn from school readers and textbooks in United State History. (200)

"Age and grade norms (Grades V to XII and ages 10 to 20) are given in the Manual of Directions. In addition a considerable amount of supplementary data in connection with norms and reliability were accumulated in the Rural School Survey of New York State conducted by Haggerty." (200)

"The Haggerty Reading Examinations are interesting to the pupils and quite comprehensive, but they are so complex and measure a mixture of so many different phases of reading ability that they may almost as well be called measures of reading ability. The writer approves of this variety and comprehensiveness in a reading examination, when it is recognized as a test of general reading ability, and when no attempt is made to draw elaborate inferences and conclusions about special phases of reading ability from the scores obtained." (442)

2. The second part outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical tools employed.

3. The third part presents the results of the study, showing the trends and patterns observed in the data. It includes several tables and graphs to illustrate the findings.

4. The fourth part discusses the implications of the results and provides recommendations for future research. It highlights the areas that need further exploration and the potential applications of the findings.

5. The final part concludes the document by summarizing the key points and reiterating the significance of the study. It expresses the hope that the research will contribute to the understanding of the subject matter.

Holley, Charles E., "Holley Sentence Vocabulary Scale, Series 3A and 3B, for Grades 3-12," Bloomington, Illinois: Public School Publishing Company

This test consists of 70 words to be defined by one of the four words following it and on the same line with it, multiple-choice, single-response test.

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Holmes, H. W., "Holmes Reading Test," Cambridge, Massachusetts:
H. W. Holmes, Harvard University, 25 cents per copy, postpaid.

"Purpose: to measure rate and quality in reading; range: grades 2-12; time to give: 30 minutes; time to score: 3 or 4 minutes; standardized. There are 2 separate reading tests: (a) 'The Rich Man' (b) 'The Great King'. In testing for rate the author emphasizes that pupils read at their ordinary rate. The pupil is asked to read the story in the way in which he will enjoy it most and get the most out of it. Quality is determined by having the pupil reproduce the story. The author has listed 35 main ideas. The pupil is given 2 6/7% for each idea reproduced."

Jorgensen, A. N., Greene, H. A., and Kelley, V. H., "Iowa Silent Reading Test for High School and Colleges, Form A and Form B," revised edition, Yonkers-on-Hudson, New York: World Book Company, 1931, \$1.40 per package of 25 with manual of directions key, and class record.

"These tests were designed to aid teachers in diagnosing the abilities of pupils to work and study with books. Summation of test scores reveals a comparative profile of the pupil's ability to read silently in activities of the work type. The scores on the separate tests will reveal inability in particular skills necessary for efficient study and comprehension in silent reading. The tests measure: 1. comprehension, 2. organization, 3. ability to locate information, and 4. rate of reading. It may be used from grad nine through first year college. It has a general survey purpose for classes in literature, science, and history. The most important function of the test is that a single administration of it provides the teacher with a rather exact notion of the level of development of the several elements of silent reading ability in the class, as well as with specific information concerning the limitations of the individuals comprising the class. By comparing with the norms a clear concept of the general ability of the class in silent reading of the work-study type can be obtained. By analyzing specific scores strength and weakness of individuals may be discovered.

"The Iowa tests are unique in that the various abilities are measured in terms of different types of subject matter. Thus, paragraph meaning is measured in social-science material, literature, and science material. The Iowa tests are suggestive of a type of measurement in reading which should prove very helpful in diagnosis."

Subscription price, Five Dollars per Annum in Advance. Single Copies, Fifteen Cents.

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Kelley, F. J., "The Kansas Silent Reading Test," Bulletin, Emporia, Kansas: The State Normal School, 1915, out of print in 1927

"This test is made up of 16 exercises: each is weighted and the value written in the margin. The pupil is asked to do something in each case which shows whether or not he understands the exercise. Purpose: to measure speed and comprehension in reading; range: test III, grades 9-12; time to give: 5 minutes; time to score: short; standardized."

"The tests have probably been as widely used as any other reading tests, and yet they are extremely defective in their construction and in their interpretation. The values of the different elements in the tests were determined by the relative amounts of time required to perform the tasks rather than by the relative number of persons able to perform them. The amounts of difference between consecutive elements vary so greatly that a false impression of the amounts of difference between pupils is created. This erroneous impression with regard to the differences between pupils is further aggravated by a cumulative method of obtaining a pupil's score." (442)

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Kirkpatrick, E. A., and Whipple, G. H., "Kirkpatrick-Whipple Vocabulary Test," 424 North Homan Avenue, Chicago, Illinois: C. H. Stoelting and Company, \$1.50 per 100; specimen set, 15 cents.

"Purpose: to measure size of vocabulary; range: college; time to give: marking of words, no time limit; definitions, twenty minutes; time to score: no information; standardized. This test is made up of 100 words selected from Webster's Abridged Dictionary. The pupils are to mark the words they can define or explain or with which they are familiar or unfamiliar. They are, later, to justify their marking by defining forty of the words."

McClusky, F. C., and Dolch, E. W., "A Study Outline Test."

McClusky and Dolch made an investigation which "grew out of observation of the fact that many college students appear to be unable to read for outline; that is to say, it was found, through interviews, that the students were not able to differentiate correctly the major, minor, and subminor points or arguments presented by an author in a textbook. Many students considered all points as of equal value. Others seized upon minor points and made them of major importance or relegated major points into the background of minor detail or omitted them altogether. In fact, it was found that the students were unconsciously committing the error of arbitrarily setting aside the plan of thought presented by an author and were assuming that their impressionistic understanding of the arguments was sufficient to meet the requirements of study. These errors were found to be made even in connection with the study of texts in which guide-posts were clearly given, enumerating the arguments and indicating their relative importance. The experiences of other teachers also seemed to show this situation to be not uncommon even with mature students. (55)

"An attempt was made during the course of the preliminary interviews to arrive at tentative explanations of errors made by students in analyzing an author's outline. It was found that many students had never been taught to make note of the structure of the text materials which they were studying. Others had been taught to depend on their own reactions to the text for the determination of what was of importance and what was not of importance. For example, when the students were asked why they had interchanged the importance of points, they made almost universally the stereotyped answer, 'This point did not appeal to me, and I did not think it was as im-

portant as this one.' They were making impressionistic outlines of the text based on a meager past experience and a distorted frame of mind toward the study assignment. A third explanation of such errors was found in the fact that many students, though they must have received instruction, had no remembrance of having been taught how to make outlines or of what an outline consists. A few did not appear to possess the ability to comprehend the significance of the problem itself. (55)

"Intelligent study of a textbook should start with the author's plan of thought. Student and teacher alike should be clear on the structure of the author's reasoning before attempting to add to it or to criticize it. How can a student follow the reasoning of an author if he can not recognize the author's outline? How can he remember what he does not find? (55)

"A still further 'pattern,' used in the analytical study of the printed page, is that of the organization of ideas, and in this students certainly need special training. (55)

McClusky and Dolch devised a study outline test which would measure and diagnose the ability of students to determine and label the structure of the outline used by an author. "The first requirement for the test material was that it consist of a series of connected paragraphs dealing with a central topic. This requirement was made so that the text would include the distinctive study problems which a magazine article or a chapter of a book presents over and above the structural problems of a single paragraph. Furthermore, the test should be short so as not to consume too much class time. After experimentation with texts of different lengths and degrees of complexity, a passage of three paragraphs was selected and worked over until

all of the distinctive characteristics desired were secured. (55)

"One problem common to all analytical reading presented by the test is that of forcing the student to distinguish between essential statements and explanatory material. The text consists of sentences, twelve of which are essential to the author's thought structure; the other eight, scattered throughout the text, serve to make the essential ideas and their relationships clear. The element of a conventionally organized paragraph is represented by the central paragraph, which begins with a topic statement and ends with a repetition of it. The first paragraph is unconventional in that the topic statement is preceded by the topic of the whole passage. The problem here presented to the student is the discovery that the first statement covers the whole of the text and not merely the paragraph it begins. The last paragraph ends with the concluding material, the paragraph is also unconventional in beginning with an incidental summary, that is, a repetition of the main points made. Throughout the passage there are distributed 'organization guide-posts,' designed to tell the discriminating student which statements are essential and in what way they are related to one another. One desired feature is omitted, the use of introductory material; in a short passage the qualities of introductory elements could not easily be exemplified. (55)

"The reader will appreciate the fact that many mechanical indications of thought relationship might tend to make analysis far too easy for some students. Consequently, a variation in the use of organization guide-posts was introduced into the text in a way that deserves special mention. (55)

"Writers differ enormously in the extent to which they use those mechanical indications of thought structure which, for the

The first part of the paper discusses the importance of the study of the history of the English language. It is pointed out that the study of the history of the English language is not only a matter of historical interest, but also a matter of practical importance. The study of the history of the English language is necessary for a full understanding of the English language in its present state. It is also necessary for a full understanding of the English language in its future state. The study of the history of the English language is necessary for a full understanding of the English language in its present state. It is also necessary for a full understanding of the English language in its future state.

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sake of brevity, we have called 'guide-posts.' Some go to the extreme of carefully putting them in wherever they can be of any possible help, thus practically listing their ideas. Other writers are offended by any appearance of mechanical arrangement and carefully leave out every sort of numbering and listing. Practice varies between these two extremes. In fact, most writers confuse rather than help by the use of some incomplete or illogical system of guide-posts. The use of such an illogical system in a test would give students a task similar to that which they often meet, but such a plan was not attempted here because of doubt as to its diagnostic usefulness. (55)

"Three different systems are used in the test, each being complete and consistent throughout. The first employs numerical guide-posts, which number in some way every one of the essential statements that are in the text. The second employs non-numerical guide-posts. The third does not use guide-posts as such but retains smooth transitions and summaries." (55)

"The significant points to be gained are that the test, even with numerical guide-posts, proved to be more difficult for mature students than might be supposed. This fact emphasizes the point made that the analytical study of an author's reasoning has not received the attention in teaching which is warranted. The most obvious defect in the work of the college students who have taken this test is their inability to use a systematic number-letter system to indicate thought relationship. This mechanical side of outlining may be unimportant in itself, but lack of it surely makes difficult an intelligent study of the thought structure. (55)

"A defect not so easily dealt with is the failure to distinguish between outline points and explanatory material. The explanatory ma-

terial used in the test was of two kinds: 1. sentences following an outline point and repeating it in other words and 2. sentences repeating and summarizing points previously made. The failure of students to distinguish such sentences indicated inability to recognize the repetition of ideas. New words meant to them distinctly new thought. Training in how to distinguish the essential and the nonessential should be a part of teaching how to study, although perhaps the chief systematic work now done on it is in paragraph analysis in English.

"A common error was the failure to perceive the relation of the points picked out. A few students even went to the extreme of numbering all of the points in the outline in a single series. The most general and no doubt the most important mistake of this type was the failure to distinguish the thesis as such by numbering it as the major point of Paragraph I and parallel with the main points of Paragraphs 2 and 3. Doubtless this error was the result of English teaching on isolated paragraphs, which leads to the idea that every paragraph has a main point parallel with a main point in every other paragraph. (55)

"There were many unusual types of error, such as the numbering of the conclusion (a single sentence) as a main point in the outline. The most curious mistake, made by a few, was an attempt to rearrange the material on a new system, presumably more logical than the one the author used. (55)

"Of course, all of these types of error may be interpreted either as errors in thought or as failures to see and understand the guideposts, which in two of the variations of the text clearly pointed out the outline of the whole. It would seem that in these two variations of the test anyone who had been taught to observe an author's

mechanical indications of thought structure could have made the outline with little consideration of the ideas. Even in the completely numbered variation of the text, a very large percentage of the students made errors which showed that they did not realize the purpose of the numbering. In the third paragraph, where four arabic numerals appear, some students made from two to five points in their outlines. Surely these students could profit by definite drill on the observation of an author's guideposts. The use of non-numerical guideposts could also be taught with profit. Study of thought evaluation in itself could then follow to any length desired." (55)

Monroe, W. S., "Monroe's Standardized Silent Reading Tests,"
Bloomington, Illinois, Public School Publishing Company, 1918, 1920
revised, Test III, \$1.00 per 100, specimen set, 6 cents.

Purpose: to measure rate and comprehension in reading; range:
Test III, grades 9-12; time to give: 5 minutes; time to score: short;
standardized.

Dr. Walter S. Monroe revised the original Kansas Silent Reading
Tests. The test consists "of sentences of directions much like those
in mathematics and science texts; the ability to understand shown by
following these directions is like the reading ability needed in most
school subjects, and is worth careful investigating. These tests,
however, have not proved as valuable as those of Courtis and Thorn-
dike." (167)

The Monroe Test is really a series of directions to pupils. It
has been criticized for its requirement that pupils not only read
but also interpret and use what they have read. The test, is, there-
fore, said to be not merely a reading test, and its scores are said
to be unreliable indices of pupils' reading ability. Although there
are ample reasons for these criticisms one can still argue that the
test measures types of ability upon which efficient reading is de-
pendent. The chief advantages of this test are as follows: it can
be given to large or small groups of pupils; it shows the ability of
pupils to interpret and use what is read; it is not dependent upon
memory; it tests both speed and accuracy; it indicates the degree
of care taken by the pupils, whether they are very fast and accurate
or very fast and careless.

"After each paragraph a single significant question is asked,
the type response varying from 2-response to recall, but being fair-

ly objective in all cases. A fore-exercise familiarizes the pupils with the procedure. The test requires only five minutes of working time. (200)

"The test measures the ability to read paragraphs common to the range of experience of high school pupils, and to draw the essential meaning from these paragraphs. It also gives a measure of the rate of reading under these conditions. The chief deficiency of the test is its brevity. It is too short to be utilized for individual measurement, and the standards fail to mark class progress in the high school range of talent. Reading is so much at the heart of all pupil progress that a five-minute test can not serve to cover even one phase of it adequately." (200)

"The Monroe Tests provide separate scores for rate and comprehension. They thus afford a measure of two aspects of reading. They are made up almost wholly of narrative material. Since the pupil reads the paragraph and then must stop to underline the words in following the directions, the pupil's score cannot be said to be an adequate measure of rate. In reality the test measures the rate at which the pupil can read the paragraphs and indicate answers to questions about them. The tests are easily scored. Since there are three equivalent forms, the tests can be used to measure pupil progress during the school year. (250)

"While the Monroe tests provide measures of both rate and comprehension, they give no specific measure of the narrower skills which are involved, as, for example, in comprehension. Some teachers have attempted to use the results of the tests for the purpose of grouping children into six groups, on the basis of the test scores. Such grouping, however, must necessarily be very rough, and does not

provide the detailed information concerning the child's learning difficulties in reading which is essential to proper adaptation of instruction to individual differences." (250)

"Test III is made up of a series of paragraphs arranged in increasing order of difficulty, on which questions are asked. Both rate and comprehension are scored. The tests were revised primarily for use in the Illinois Examination; however, they may be used as separate tests." (421)

"The Monroe Standardized Silent Reading Test employs the same defective method for obtaining final scores," as is used in the Kansas Silent Reading Tests. (442)

Nelson, M. J., and Denny, E. C., "The Nelson-Denny Reading Test for Colleges and High School, Forms A and B," New York: Houghton Mifflin Company, 1929, Manual of Directions

"The test is designed to serve the following purposes: 1. to predict probable success in college; 2. to section incoming college or high-school classes; and 3. to aid in the diagnosis of students' difficulties.

"The test consists of two parts: 1. a test of vocabulary; and 2. a test of ability to read and understand paragraphs. There are 100 words in the vocabulary test, and nine selections of approximately 200 words each in the paragraph test. Four questions are asked concerning each paragraph. The score on the vocabulary test is the number of exercises answered correctly, a perfect score being 100. To secure the score on the paragraph test, it has been found advisable to multiply the number of questions answered correctly by two, since this gives the best prediction of success in most subjects. Thus a perfect score on the paragraph test is 72 and the maximum combined score is 172. The time limit for the vocabulary test is 10 minutes; for the paragraph test, 20 minutes.

"Two forms of the test are available, Form A and Form B. The two forms are constructed in the same way and are equal in difficulty.

"The vocabulary test was constructed by first choosing 400 words from the 'Thorndike Word List' and from Horn's 'Basic Writing Vocabulary.' An additional 200 words were then chosen from various tests, care being taken to choose such words as had been found to have some testing value. The inclusion of these 200 words was deemed necessary to secure a list of sufficient difficulty for the students to be tested.

Each of the 600 words, was then given five definitions, one of which was correct. These 600 words, together with their five definitions, were then mimeographed in three groups of 200 items each, and all of them administered to approximately 300 students. The students in this group represented all of the four college classes. A number of high-school seniors were also included. The frequency of error for each item was thus determined, and from the initial list of 600 words, 200 items were chosen, 100 of which appear in each form of the test. The words were so chosen that the difficulty of a given item in Form A is the same as the difficulty of the item bearing the corresponding number in Form B. The items are arranged in order of increasing difficulty and are so scaled that the increase in difficulty from one item to the next is approximately the same in any part of the test.

"The procedure for the paragraph test was similar. Twenty-seven 200-word selections were chosen with a view to representing various types of reading matter, the reading of which would not require acquaintance with a technical vocabulary, and of the general character that a student is likely to meet in college work. After administering these to about 450 students, 18 selections were chosen, 9 of which appear in each form of the test. These were chosen and scaled by the same method employed in the vocabulary test.

"The reliability, as determined by finding the correlation between the two forms of the test, is $r = .914 \pm .013$, where Form A was administered first to 171 college freshmen. The standard deviations of scores were 21.7 and 22.2 for Forms A and B, respectively. The probable error of a raw score is therefore approximately 4 points.

"When a second form was given on the day succeeding the administration of the first form, an average gain of 1.4 points was made in

the second case. This apparent practice effect may be due to the increased familiarity with the nature of the tests, which permits one to devote all of his energies to the test itself.

"That the test is capable of predicting college success in indicated by the correlation between the scores on one form of the Reading Test and the scores on an objective test (377 points) in Child Psychology. This correlation is $r = .702 \pm .04$. Other studies indicate that for college students the test predicts general scholastic success about as well or better than the better intelligence tests. Brown, for example, found that the correlation between scholastic achievement and the Reading Test significantly exceeded the correlation between scholastic achievement and the best intelligence test that he was able to secure. The authors feel that the care employed in the construction of the test accounts for its superior predictive value as well as for its relatively high reliability. " (61)

The Purdue Reading Test

Remmers, H. H., and Stalnaker, John M., Lafayette, Ind.: Lafayette Printing Co., 1928, Form A. Time: 40 minutes

- Selection I. Sentence Meaning (General questions)
- II. Multiple-choice, Single-response (Thomas, Source Book of Social Origins)
- III. True-False (Montross, Town and Gown)
- IV. True-False (Bruere, The Comedy of Coal)
- V. Numbered Passages (Gates, Elementary Psychology, Mental Age)
- VI. Selection (Munro, The Government of the United States)
- VII. True-False (King, The Soil)
- VIII. True-False (Burlingame, General Biology)
- IX. Multiple-Choice, Single-response (Jordan, The Bacteria)
- X. Completion (Wilozynski and Slaught, College Algebra)

Regall, Alfred E., "Reading Vocabulary, Thirty and one reading tests for voters and citizenship, pp. 49-69, New York: Noble and Noble, 1926

Presents a list of "the 4000 most essential words which every citizen and voter should know" based on frequency of occurrence in various sources.

The reading-vocabulary lists for citizenship and voting adopted by the Board of Regents of the State of New York as a basis for a course of study for non-English speaking persons consist of an elementary list of 1000 words, in intermediate list of 1500 words, and advanced list of 1500 words. The tests are used among adults for determining their master of the "vocabulary for citizenship and voting."

Seashore, C. E., and others, "Iowa Comprehension Test, Series B-1, D-1, and D-2," Iowa City, Iowa: University of Iowa Extension Division, 1923, 1924, \$1.75 per 100 of either series complete, plus transportation; specimen set, 10 cents postpaid.

"Purpose: to measure ability to comprehend what is read in the fields of history, literature, and science, at college level; range: college freshmen; time to give: 36 minutes; time to score: 1 minute; standardized. This test is made up of 3 selections, one on history, one on literature in the form of poetry, and one on science. Questions are asked on each selection and are to be answered by selecting sentences from the material by the number used to designate them."

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Starch, Daniel, "Starch's English Vocabulary Test," 504 State Street, Madison, Wisconsin: University Co-operative Company, 1915, 60 cents per 100; direction sheet for examiner, 2 cents per copy.

"Purpose: to measure range of reading vocabulary; range: grade 4 through college; time to give: about 15 minutes; time to score: 2 or 3 minutes; standardized. The test consists of two lists of words of 100 words each. The pupils are allowed as much time as they need. A check mark is placed after each word the pupil is sure he can use correctly. Words with which the pupils are familiar but are not sure of the meaning are checked. The teacher may select such of the words that are checked as she thinks necessary and have the pupil give the meaning."

Starch, Daniel, "Starch's Reading Tests," 504 State Street
Madison, Wisconsin: University Co-operative Company, 1914, 40 cents
per 100; directions, 2 cents each.

"Purpose: to measure speed and comprehension in silent reading;
range: grade 2 through College; time to give: about 5 minutes; time
to score: 2 to 5 minutes; standardized. The tests are composed of
selections for each grade. The number at the top of the page cor-
responds with the grade in which it is to be used. Two tests should
be given each pupil. The first day the pupils should be tested with
the selection for their own grade; the second day the test should be
repeated with the selection for the grade next below that of pupils.
Speed is determined by counting the number of words read in 30
seconds. Comprehension is determined by reproducing the story."

Terman, L. M., and Childs, H. G., "Terman-Childs Vocabulary Test," modified by G. M. Whipple, 424 North Homan Avenue, Chicago, Illinois: C. H. Stoelting Company, 1912, \$1.50 per 100; specimen set, 15 cents

"Purpose: to measure size of vocabulary; range: elementary through college; time to give: approximately 30 minutes; time to score: short; standardized. This test is similar to the vocabulary test by Kirkpatrick, but the words are chosen from the 1904 edition of Laird and Lee's Vest-Pocket Webster Dictionary, a smaller dictionary, the last word on every sixth page being used to make up the test."

Thorndike, E. L., and McCall, W. A., "Thorndike-McCall Reading Scale for the Understanding of Sentences," New York, New York: Bureau of Publications, Teachers College, Columbia University, 1920, \$2.00 for each of 10 equivalent forms; for examiner: Manual of Directions and class record sheets are supplied with each order; Specimen set (one copy of Form 1 and directions bulletin) 10 cents

Also published by Public School Publishing Company, Bloomington, Illinois, \$3.00 per 100; specimen set 30 cents

"Purpose: to measure rate and comprehension; Range: grades 2-12; time to give: 20 to 30 minutes; time to score: 4 to 5 minutes; standardized. It is similar to Thorndike's Scale Alpha 2 for Measuring the Understanding of Sentences, but the latter is not suitable for high school use. McCall in "How to Measure in Education" describes the method of devising the scale:

"Selections of prose and poetry were made which were brief, which gradually varied in difficulty from very easy to very difficult, which were fairly representative of reading material in school and out, which were reasonably free from technical terms, and which were equally fair to rural and urban children.

"Questions were formulated which could be answered from or inferred from or were related to the reading selections, which would yield brief, scorable answers, which were unambiguous, whose difficulty approximated that of the selection, which were independent either in wording or difficulty of any preceding or succeeding questions, and which were numerous enough to make up one test of the desired length."

The questions were then arranged in order of their difficulty for school children. A fore-exercise incorporates the directions which the pupils are to follow.

"It is difficult to tell exactly what a reading test measures, for reading ability must be thought of as an organized group of skills, various parts of which are often erroneously singled out as a complete measure of reading. It is clear, however, that this scale is a measure of power, or reading comprehension, and not of reading rate.

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The time is limited, but is ample for any pupil who can grasp the material at all. Gates points out that it is 'probably the only test measuring a certain type of power in comprehension, unaffected by the mechanical factors of reading.' He indicates, too, that it should not be used as a measure of the effectiveness of instruction, since it is 'little subject to improvement through specific practice.' More experimentation is needed on this point, especially in connection with its relation to the broader concept of general intelligence. That pupils do reach higher scores in the test each year is known, but how much of this is due to increased maturity and how much to more instruction or better instruction has not been determined. (200)

"The Thorndike-McCall Scale is readily administered. The pupils learn what is wanted in going through the fore-exercise. The actual working time is 30 minutes. The scoring key consists of answers accepted as correct, together with some of the more common types of incorrect response. Scoring is tedious, but is facilitated by practice. The teacher should adhere as strictly as possible to the seven specific rules given in the Manual of Directions. The first score obtained is simply the number right. Tables should then be prepared from data given in the Manual of Directions, leading to the following measures: T-Scores, Reading Age, and Reading Quotient. These derived scores enable comparisons of pupil-standing from test to test in different fields. Conversion tables are given in the Manual of Directions for the Thorndike-McCall Scale, and the norms are based upon them. Another table converts the T-Scores into a Reading Age. The latter is expressed in months and may be divided by the pupil's chronological age to obtain his Reading Quotient. As with the I.Q., the 'normal' child will have a quotient of 100, meaning here that he possesses normal reading ability. Inferior and superior children

with respect to all reading will be found proportionately below and above 100. (200)

"So much of statistical nature has been written about this scale that there is a real danger that the teacher, not interested in such discussions per se, may find the issues obscured. In brief the Thorndike-McCall Reading Scale is not as reliable as many of the later reading tests--e.g., the Haggerty Reading Examination and the Stanford Reading Examination--and does not have the diagnostic power of these later tests. Reading a paragraph, then finding the right answer to questions based on the reading (the paragraph remaining in view) is to some extent a matching exercise in silent reading; it disregards the mechanics of the process, takes no account of speed, and gives only a partial measure of the material the pupil really grasped. These factors may be regarded, of course, as outside the scope of the scales, but they are not outside the scope of the teaching of reading. (200)

"These scales serve certain useful purposes, however. They enable the teacher to locate the 'capable but slow' pupil in reading, and to place him approximately in the proper grade. Other reading tests usually fail to do this, as speed is ordinarily a consideration. The general standing of a class or a school system can be ascertained, for extensive norms are available. The large number of equivalent forms permits giving the test as frequently as desired." (200)

"The scale has been widely used, and is therefore well known. It is probably a measure of power in comprehension. It seeks to answer the question, 'How difficult a paragraph can you read and answer questions about?' It singles out poor and good readers, but does not tell us why they are good or poor. Since the time limit for the

2. The second part outlines the various methods and tools used to collect and analyze data. It mentions the use of surveys, interviews, and focus groups to gather information from stakeholders. Additionally, it discusses the application of statistical software to process and interpret the collected data.

3. The third part describes the results of the research and the conclusions drawn from the analysis. It highlights the key findings and discusses their implications for the organization's strategy and decision-making processes.

4. The final part of the document provides recommendations for future research and actions. It suggests areas where further investigation is needed and offers practical advice on how to implement the findings in the organization's daily operations.

test is thirty minutes, this test gives no measure of rate. The scoring is somewhat subjective and is also time consuming." (250)

"The scale is made up of 10 or 11 paragraphs, or stanzas, arranged in order of increasing difficulty. Each paragraph is followed by a series of questions to be answered by the pupil after reading the paragraph. There are 10 forms of the scale which are equivalent and may be used interchangeable. Since the scale may be used each month, it is a teaching device as well as a measuring scale. The scale is standardized both by age and grade and permits computation of the 'Reading Quotient'." (421)

"There are ten forms of this series of scales, which are intended to measure the degree of reading difficulty in sentences and paragraphs that pupils can master perfectly in a given time. Although there are not exactly the same number of paragraphs and questions in each scale, and the difficulty of a question is not known to be exactly the same as the difficulty of the corresponding question on other forms, Professor McGall has provided with each form a table for converting 'raw scores' into scores on a 'T-Scale,' which is statistically the same for all forms. Theoretically a pupil's score on the T-Scale would be the same regardless of the form of the test on which he is measured. The units of the T-Scale are based upon the difficulty of the work done, which causes high scores to indicate that great difficulty was successfully met and low scores to signify that less difficulty was overcome." (442)

"The scale is valuable for use in survey work to determine the proficiency attained by grades in comprehension of reading." (307)

1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. This is essential for the proper management of the company's finances and for ensuring that all transactions are properly documented.

2. The second part of the paper discusses the importance of maintaining accurate records of all transactions. This is essential for the proper management of the company's finances and for ensuring that all transactions are properly documented.

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4. The fourth part of the paper discusses the importance of maintaining accurate records of all transactions. This is essential for the proper management of the company's finances and for ensuring that all transactions are properly documented.

5. The fifth part of the paper discusses the importance of maintaining accurate records of all transactions. This is essential for the proper management of the company's finances and for ensuring that all transactions are properly documented.

Van Wagener, M. J., "Van Wagener Reading Scales," Bloomington, Illinois: Public School Publishing Company, 1922, \$3.00 per 100, each series, Scales A, B, and C; specimen set of all Reading Scales, 20 cents

Purpose: to measure pupils' ability to read and comprehend English literature, history, or general science; range: grades 7-12, time to give: about 50 minutes; time to score: one minute; standardized. "The Van Wagener Reading Scales in English Literature are part of a series which includes reading tests in history, general science, and English Literature. Three scales, A, B, and C, are available in English Literature. Each consists of a series of paragraphs, 15 in number." "Below each paragraph from 4 to 6 statements are made. The pupil is to put a check mark in front of each statement which contains an idea that is in the paragraph or that can be derived from it!" (200) and (421)

"The Van Wagener Scales measure ability to see relations, range of general information, reading vocabulary and composition vocabulary. A study of the difficulties of items based on 800 cases in grades 4, 6, 8, and 12 was made. Findings: These scales may be used for measuring attainment and progress of pupils in the above functions in grades three through twelve." (213)

"In going through the scales the pupils must resist falling into error, and must depend upon inference to a considerable extent. The test is much more than a matching test, as intelligence enters into it markedly. This type of scale abstracts definitely the comprehension of the material from its general 'appreciation.' Scoring is completely objective, although somewhat complicated by a weighting system. The end result is a numerical score. (202)

"Class medians, 25-percentiles, and 75-percentiles can be compared to the tentative standards of achievement given in the Class

Record Sheet. An individual record card permits ready transference of scores into mental ages, (derived from comparison of about 500 cases given in the English Literature Scale and the Terman Group Test of Mental Ability). The Van Wagenen Reading Scales can be used to advantage where comprehension of a particular type of reading should be measured. Ordinarily the results should be considered as supplementary to those of a standard intelligence test." (200)

"Several tests have been prepared in the field of literature. No doubt many teachers have hailed these tests as measures of appreciation. In many cases, however, it is difficult to determine the extent to which these tests measure appreciation. While it is true that in order to answer the questions pupils must engage in generalizations of a character involving appreciation, it is true that the ability of pupils to answer the questions is largely a measure of ability to comprehend meaning. It is possible, therefore, that these tests may be better measures of ability to comprehend the meaning of literature than of appreciation. It should be admitted that ability to comprehend meaning is involved in appreciation. The various factors are, however, so complex as to make it difficult to isolate them." (250)

Whipple, Guy M., "Whipple's High School and College Reading Test, Forms A and B," Bloomington, Illinois: Public School Publishing Company, 1925, 1926, 8p., \$3.00 per 100 each form; Specimen set, 15 cents

Purpose: to test pupils' speed and comprehension of subject matter; range: high school and college; time to give: 10 minutes; time to score: short; standardized. This test is published in 2 forms. Form A deals with "The League of Nations Assembly" and Form B with "Exclusion or Quota for Japanese?" Each form is made up of a series of paragraphs on the subject, each of which requires continuous and relatively long attention. Numerous questions or directions are inserted in the material.

Witham, E. C., "Witham's English Vocabulary Tests (also called Southington-Plymouth English Vocabulary Tests), " Newark, New Jersey: J. L. Hammett Company, 1921, \$1.00 per set of 50, complete; specimen set, 25 cents.

"Purpose: to measure pupil's vocabulary; range: grades 5-12; time to give: 20 minutes; time to score: 1/2 minute; standardized. This test is composed of 100 words selected from the Ayres Measuring Scale for Ability in Spelling and from the Thorndike Reading Scale A-2, word knowledge or visual vocabulary. Ninety words were selected from the Ayres' scale and ten from the Thorndike Scale. The test is in two parts, 1 and 2, each part including 50 words. On the opposite page from each list of 50 words are definitions. The pupils are directed to write the number corresponding to each word before the definition of that word. Especially suitable for junior and senior high schools."

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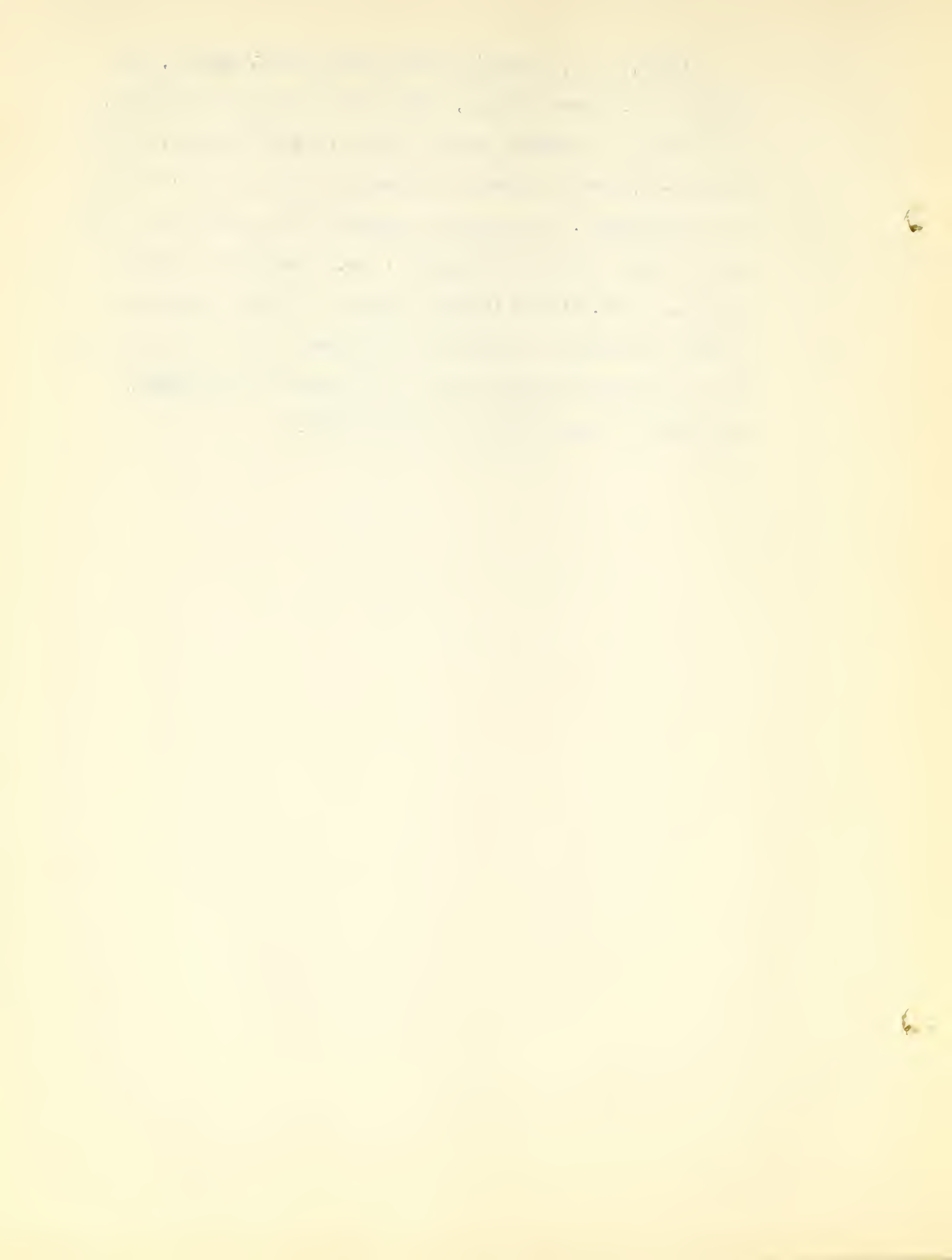
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DEPARTMENT OF CHEMISTRY

1950-1951

Witham, E. C., "Witham's Silent Reading Tests," Newark, New Jersey: J. L. Hammett Company, 1921, \$1.00 per set of 50, complete.

"Purpose: to measure pupils' ability in silent reading; range: grades 4-12; time to give: 20 to 30 minutes; time to score: 1/2 minute; standardized. The tests are composed of two separate tests similar in construction and arrangement. No. I deals with mechanical content, and No. II with literary content. Each test consists of 15 short stories with sentences out of proper order. The pupil is to read the sentences through so as to get some idea of the story, and decide the correct order of the sentences."



Woody, Clifford, "Woody Silent Reading Test," New York, New York: Bureau of Publications, Teachers College, Columbia University, 1922, 10 cents each.

"Purpose: to measure ability to get the central thought in silent reading of paragraphs' range: grades 4-12; time to give: 10 minutes; time to score: one minute; standardized. The test is composed of two forms of equal difficulty and similar in construction and arrangement. Each form contains 2 paragraphs. After each paragraph, 5 statements are written. The pupil is to indicate the one he thinks best expresses the central thought in the paragraph."

The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present. The author then goes on to discuss the various factors which have shaped the development of the United States, including the influence of the British, the Spanish, and the French. The paper concludes by emphasizing the need for a continued study of the history of the United States in order to ensure a bright future for the nation.

CHAPTER VI

BIBLIOGRAPHY

This chapter on bibliography includes all the material on remedial silent reading on the senior high school and college level that is listed in the following sources:

1. Anderson, Ernest Mitchell, "Individual differences in the reading ability of college students," University of Missouri Bulletin, Vol. 29, No. 39, Educational Series No. 25, Columbia, Missouri: University of Missouri, October 14, 1928, 77 p. (Bibliography at the end)
2. Dougan, Alice M., Joel, Bertha, Pearson, Dora M., "Readers' Guide to periodical literature, author and subject index to a selected list of periodicals," New York: The H. W. Wilson Company, January, 1932
3. Eurich, Alvin C., "The reading abilities of college students," Minneapolis, Minnesota: University of Minnesota Press, 1931, 208 p. (Bibliography, p. 201-203)
4. Gray, William Scott, "Summary of investigations relating to reading," University of Chicago Department of Education Supplementary Educational Monographs, No. 28, Chicago, Illinois: University of Chicago Press, 1925, 275 p. (Also Supplements No. 1, No. 2, No. 3, No. 4, No. 5) 1884-1932
(Printed also in the Elementary School Journal, Vol. 26-32, and Journal of Educational Research, February, 1933)
5. Monroe, Walter S., Hamilton, Thomas T., Jr., Smith, V. T., "Locating Educational information in published sources," University of Illinois Bureau of Educational Research College of Education Bulletin No. 50, Vol. 27, No. 45, Urbana, Illinois: University of Illinois, July 8, 1930, 142 p., 50 cents
6. Monroe, Walter S., Odell, Charles W., Herriott, M. E., Engelhart, Max D., Hull, Mabel R., "Ten years of educational research, 1918-1927," University of Illinois Bureau of Educational Research College of Education Bulletin No. 42, Vol. 25, No. 51, Urbana, Illinois: University of Illinois, August 21, 1928, 367 p., \$1.00
7. Smith, Henry Lester, and Wright, Wendell William, "Second revision of the bibliography of educational measurements," Bureau of Co-operative Research Bulletin, Vol. 4, No. 2, Bloomington, Indiana: Indiana University, November, 1927, (Bibliography, P. 80-102)

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8. Towner, Isabel L., ed., "The Education Index, a cumulative author and subject index to a selected list of educational periodicals, books and pamphlets," New York: The H. W. Wilson Company, First Annual Cumulation including January, 1929, to June, 1930; Second Annual Cumulation, July, 1930, to June, 1931; Third Annual Cumulation, July, 1931, to June, 1932; unbound, February, 1933, April, 1933, May, 1933.
9. Wright, Edith A., "Bibliography of research studies in education," Prepared in the Library Division, Office of Education, United States Department of the Interior, Washington, D. C.: Government Printing Office, Bulletin No. 23, 1928-1929; Bulletin No. 22, 1926-1927; Bulletin No. 36, 1927-1928; Bulletin No. 13, 1929-1930; Bulletin No. 16, 1930-1931.
10. Cross references found in various readings done.

This chapter is included as a point of departure for those who may wish to carry on studies in the future. Because much of the printed material is extraneous, it is hoped that this bibliography may save others many hours of labor and search.

It is divided into three parts: references to studies on the college level, references to studies on the high school level, and references of a general nature. There are many unpublished theses and articles listed which from their titles can not be classified, but they are included in order that nothing of value may be omitted.

REFERENCES TO STUDIES ON THE COLLEGE LEVEL

1. Albright, Beatrice Floe, "Typical reading disabilities of college entrants," Master's thesis, Los Angeles, California: School of Education, University of Southern California, 1927
2. Albright, Beatrice Floe, and Horning, Floy, "Typical reading disabilities of college entrants," California Quarterly of Secondary Education, 3:166-169, January, 1928
 "Summarizes the reading disabilities of 1053 college entrants as illustrated by the errors made in the section of the Thorndike Intelligence Examination, Form P, devoted to reading comprehension. Shows real need for corrective work with respect to reading and study habits at the college level."
3. Anderson, Ernest Mitchell, "Individual differences in the reading ability of college students," Doctor's thesis, University of Missouri Bulletin, Vol. 29, no. 39, Educational Series No. 25, Columbia, Missouri: University of Missouri, October 14, 1928, 77 p.
 "The subjects used for this study were 237 University of Missouri students enrolled in educational psychology, Course A102, during the fall and the winter semesters of 1927-1928. The evidence presented seems to justify the following conclusions: (1) extreme individual differences exist in the reading ability of college students; (2) individual differences in the reading ability of college students are great enough to demand that instruction be individualized to meet the needs of students with varying degrees of reading capacity; (3) the best readers in a course in educational psychology are reading to about 50 per cent capacity but are comprehending only about 20 to 30 percent of the more difficult material and from 50 to 60 per cent of the easier material. The aim was to determine the individual differences in reading ability and specific reading performance in educational psychology."
4. Anderson, E. W., "Reading in the advanced department," Volta Review, 32:403-409, September, 1930
5. Averill, L. A., and Mueller, A. D., "The effect of practice on the improvement of silent reading in adults," Journal of Educational Research, 17:125-129, February, 1928
 "Conducted an experiment with 16 senior women in college 'to determine whether systematic practice in rapid silent reading distributed over a period of several months,' would materially affect the regular rate of reading. The results showed that the rate was practically doubled and that comprehension was not appreciably affected either way. There was no control group for comparison."
6. Behrens, H. D., "Remedial reading for junior college students," Junior College Journal, 3:146-149, December, 1932

7. Behrens, Herman D., "The value of remedial reading for college freshmen, " Master's thesis, Columbus, Ohio: Ohio State University, 1930, 196 p. ms.
 "To determine the value of remedial reading, 139 trained students of the freshman class at the Ohio State University were followed through two quarters of academic work, and their point-hour-ratios were secured. Results were then compared with results of 213 students of the same intelligence who did not receive the training. Conclusions: (1) college freshmen of low initial ability are trainable; (2) college freshmen who are trained show a rise in academic marks equal to one-twelfth of the total possible range from absolute failure to outstanding success and one-half of the actual range shown by the majority of college students; (3) college freshmen enter with inadequate preparation, showing the need of remedial projects in high school or at a lower level; and (4) college students can teach and drill themselves in such a way as to make individual instruction possible."
8. Berry, Betty Trier, "Improving freshman reading ability," English Journal, 20:824-828, December, 1931
 "Describes the results of remedial training in reading given in a college class. Berry carried on a study with the following question in mind: 'Taking the freshman with his present intelligence and background, with his visual acuity and perceptual habits of reading as we find him, can we improve him in the rather technical matter of his use of specific reading processes or performances?' Nine specific reading abilities were chosen for experimentation. The results of training given to 204 students showed clearly its value, the greater gains being made by the students of superior intelligence."
9. Berry, Betty Trier, "A study of reading comprehension at the college freshman level, " Doctor's thesis, Los Angeles, California: University of Southern California, 1931, 245 p.
 "An analysis of reading comprehension into its constituent abilities and a report of experimental procedures for improving certain of these abilities."
10. Book, William F., "How well college students read," School and Society, 26:242-247, August 20, 1927
 "Found that unsuccessful students in orientation courses were poor in reading. Reported marked differences in the range of reading ability as measured by the Whipple reading tests." "Reports the results of tests of the ability of students to read and study, discusses the relation between ability to read and academic success, and describes the results of efforts to improve the reading achievement of four groups of college students. A series of tests showed that the reading efficiency of the students had improved 102 per cent during the semester and that 'their ability to master a standardized assignment had improved from 60.0 to 97.3 per cent.' Efforts to improve the reading ability of two other groups of students

led Book to the conclusion that much concrete help can be given to college students 'not only in solving the problems encountered in learning to read more effectively but in improving their method of work along other important lines.' There was no control group for comparison."

11. Broom, Mybert Eustace, "An analysis of certain factors affecting reading achievement at the college level," Doctor's thesis, Los Angeles, California: University of Southern California, 1931, 276 p.

"An analysis of the influence of general information, temperament, personality traits, and emotional disturbances upon silent reading achievement, with an account of a remedial reading program evolved from data assembled during the course of the study."

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13. Carroll, Robert P., and Jacobs, Charles C., "Drill in silent reading for college freshmen," School and Society, 30:656-658, November 9, 1929

"A study was made of the rate and relative amount of improvement that college students make as a result of drill in silent reading during summer school at Syracuse University. The students and a control group of a number of teachers and graduate students, took the tests which covered selections from textbooks used in freshman courses in botany, English, history, and zoology. The drill group showed a rather constant daily improvement in speed of reading, and the average gain of this group was 2.8 times as great as that of the control group. Specific drill rendered the group more homogeneous in reading ability."

14. Crofoot, Bess L., "Remedial Reading," School and Society, 25:205-206, February 12, 1927

"Presents the results of an attempt to improve the reading achievement of 29 experienced teachers attending Hampton Institute. Describes the procedure followed with a class in need of remedial instruction in reading, during the summer of 1926. The age of those in the class varied from 21 to 43 years. Preliminary and final measures of reading achievement were secured through the use of the Monroe Standardized Silent Reading Test and the Thorndike-McCall Reading Scale. A study was made by the class of the causes of reading difficulties and their remedies. O'Brien, "Reading: Its psychology and pedagogy" was used as a textbook. Each assigned lesson was read for a specific purpose and reported on in writing. Practice in reading simple interesting material was required for 15 minutes each day. The "Standard Test Lessons" by McCall were used daily. Special work was done on vocabulary. Practice in the recognition of phrases and in the interpretation of sen-

tences and paragraphs was required. The scores at the end of the summer session showed notable improvement, particularly among the students who ranked low at the beginning of the experiment. There was no control group with which to make a comparison."

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 "Summarizes the results of a study to determine the effect of a study to determine the effect of vocabulary training given to 196 college freshmen. It was found that special vocabulary drills given to 196 freshmen students proved valuable."
- ✓21. Eurich, Alvin C., "An experimental study of the reading abilities of college students," Doctor's thesis, Minneapolis, Minnesota: University of Minnesota, 1929, 208 p., (also New York City: American Association for the Advancement of Science, Section Q, December 27, 1928, 8 p. ms., same title)
 "This study shows an attempt to improve the reading abilities of college students by means of reading exercises. Find-

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) and (2) under the conditions (3) and (4).

2. In the second part, we consider the case of a linear system of equations (1) and (2) and show that the conditions (3) and (4) are satisfied if the matrix A is nonsingular and the vector b is arbitrary.

3. In the third part, we consider the case of a nonlinear system of equations (1) and (2) and show that the conditions (3) and (4) are satisfied if the matrix A is nonsingular and the vector b is arbitrary.

4. In the fourth part, we consider the case of a nonlinear system of equations (1) and (2) and show that the conditions (3) and (4) are satisfied if the matrix A is nonsingular and the vector b is arbitrary.

5. In the fifth part, we consider the case of a nonlinear system of equations (1) and (2) and show that the conditions (3) and (4) are satisfied if the matrix A is nonsingular and the vector b is arbitrary.

6. In the sixth part, we consider the case of a nonlinear system of equations (1) and (2) and show that the conditions (3) and (4) are satisfied if the matrix A is nonsingular and the vector b is arbitrary.

7. In the seventh part, we consider the case of a nonlinear system of equations (1) and (2) and show that the conditions (3) and (4) are satisfied if the matrix A is nonsingular and the vector b is arbitrary.

8. In the eighth part, we consider the case of a nonlinear system of equations (1) and (2) and show that the conditions (3) and (4) are satisfied if the matrix A is nonsingular and the vector b is arbitrary.

9. In the ninth part, we consider the case of a nonlinear system of equations (1) and (2) and show that the conditions (3) and (4) are satisfied if the matrix A is nonsingular and the vector b is arbitrary.

ings: When measured by tests which overlap the training exercises the gains made by the experimental group are significantly greater than the gains made by the control group. When measured by general tests which do not overlap the training exercises no such differences are observed."

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"Compares the results of retention tests given to college students before reading, after reading, and a week later."

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- ✓ 24. Eurich, Alvin C., "The reading abilities of college students," An experimental study, College problems series, Minneapolis, Minnesota: University of Minnesota Press, 1931, xvi - 208 p. (See also "English Journal" college edition, 21:135-141, and Journal of Higher Education, 3:315-317)

"Studies the effect that drills in vocabulary, paragraph reading, and study have upon reading efficiency, vocabulary, marks in English, and marks in all subjects taken by the students. Findings: The results indicate that the experimental group made significant gains in vocabulary tests that overlap the training exercises. No significant gains were noted on the other tests. The conclusion is drawn that the training exercises were efficacious in producing an improvement in the specific vocabulary upon which drill was given but not in general vocabulary." "Reports the methods used and the results secured in studies among college freshmen to determine the value of intensive drills in paragraph reading and vocabulary. It was found that specific training in vocabulary resulted in measurable improvement. Practice exercises in comprehension which had no relation to other reading activities in which the students were engaged failed to secure any increase in general reading achievement."

25. Eurich, Alvin C., "The relation of speed of reading to comprehension," School and Society, 32:404-406, September 20, 1930

"A study to determine the relation of speed of reading to comprehension. College students were used as subjects. Findings: The relation between speed and comprehension is dependent upon the manner in which each is measured. The average of 26 correlations reported in this study was .32 which indicates a positive but not close relationship between rate of reading and comprehension."

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THE UNIVERSITY OF CHICAGO
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607

DEAR MR. CHAIRMAN:
I have the honor to acknowledge the receipt of your letter of the 10th inst. and in reply to inform you that the same has been forwarded to the appropriate authorities for their consideration.

I am, Sir, very respectfully,
Yours very truly,
[Signature]

Enclosed for you are two copies of a report on the progress of the work of the Department of Chemistry during the year 1961. I am sure that you will find it of interest and that it will give you a good idea of the work being done in the Department.

I am, Sir, very respectfully,
Yours very truly,
[Signature]

Very truly yours,
[Signature]

Very truly yours,
[Signature]

26. Fitzsimmons, Ethel M., "Study of the ability of high school seniors and college freshmen to read directions," Master's thesis, Nebraska: University of Nebraska, 1930, 53 p. ms.
 "The ability to read directions was found to be rather greater than that expected from the collecting of opinion. It seemed to be clear that special training in the reading of directions is desirable."
27. French, Helen A., "An experiment in adult reading in the university of Pittsburgh," Pittsburgh, Pennsylvania; University of Pittsburgh.
28. French, Helen Aiken, "A study to determine the possibility of increasing the reading ability of adults," Master's thesis, Pittsburgh, Pennsylvania: University of Pittsburgh, 1928
 "Secured a consistently larger percentage of improvement on the Whipple and Van Wagenen tests in the experimental groups than in the control groups. These differences probably are significant, but the data require further analysis to determine the extent of their significance."
29. French, Helen Aiken, and Jones, Walter B., "Adult reading experiments," Pittsburgh, Pennsylvania; University of Pittsburgh
30. Good, Carter V., "The effect of extensive and intensive reading on the reproduction of ideas or thought units," Journal of Educational Psychology, 18:477-485, October, 1927
 "Reports the result of an experiment with college students to determine the relative advantages of extensive and intensive reading as measured by the reproduction of ideas."
31. Good, Carter V., "Experimental study of the merits of extensive and intensive reading in the social sciences," School and Society, 22:758-760, December 12, 1925
 "The study employs two types of procedure as follows: (1) reading done outside the regular class period to determine the merits of extensive and intensive reading of the subject matter of a given course; (2) reading done under controlled conditions within the reading of material extraneous to the subject matter of the course. The results of this investigation indicate that the character and length of reading assignments should vary with the purpose of the reading, and also indicates the desirability of investigating the problem of ability grouping and differentiated reading assignments."
32. Good, Carter V., "An experimental study of the merits of extensive and intensive reading in the social sciences," School Review, 33:755-770, December, 1925
 "Found that extensive reading is superior to intensive reading in range and accuracy of information, ability in problem solving and in ability to see relationships or to outline, while intensive reading of a small amount of material enables the student to reproduce practically as much as he is able to

THE FIRST PART OF THE BOOK, WHICH IS THE
HISTORY OF THE REFORMATION, IS DIVIDED INTO
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AND THE SECOND VOLUME CONTAINS THE HISTORY
OF THE REFORMATION IN SCOTLAND.

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KING CHARLES I.

reproduce after a superficial reading of a larger amount. Suggests that lowest fourth of class in intelligence be given a minimum reading assignment based on fundamentals in the course. Lowest fourth of the class gets facts fairly well but fails where judgment is concerned."

33. Good, Carter V., "The effect of a single reading versus two readings of a given body of material," Journal of Educational Method, 5:325-329, April, 1926

"Discusses the results of a comparative study of the advantages of a single reading and of two readings of given selections by high school and college students. Extensive readers secure higher scores than the intensive readers. Since one reading resulted in a fair mastery of the pages read, it is better to read a new selection on some topic instead of rereading same pages."

34. Good, Carter V., "An experimental study of the merits of extensive and intensive reading in the social sciences," Unpublished Doctor's thesis, Chicago, Illinois: Department of Education, University of Chicago, 1925

"Presents the methods and results of an elaborate study among high school and college students to determine the merits of several reading and study procedures as measured by (1) range and accuracy of information, (2) ability in problem-solving or ability to apply knowledge to given situations, (3) ability to see relationships or to outline, (4) ability to reproduce ideas or thought units, and (5) ability to retain material read."

35. Gray, William Scott, "Provision for individual differences in reading efficiency," Institute for administrative officers of higher institutions, Proceedings, 1932, p. 144-158

36. Gray, William Scott, Gray, Wil Lou, and Tilton, J. Warren, "The Opportunity Schools of South Carolina: An experimental study," New York: American Association for Adult Education, 1932, 142 p.

"Presents data showing the progress of adults of limited education when favorable learning conditions are provided; compares the progress of those of different levels of capacity and initial achievement."

37. Gray, William Scott, and Munroe, Ruth, "The reading interests and habits of adults," New York: The Macmillan Company, 1929, 306 p.

"Summarizes the results of more than 100 investigations relating to the reading of adults and presents the findings of numerous cases studies of reading interests and habits. A summary of the important findings reported in the above book is given in: "What they read: A study of reading habits of adults," Journal of Adult Education, 1:65-69, February, 1929."

38. Greene, E. B., "Effectiveness of various rates of silent reading of college students," Journal of Applied Psychology, 15:214-227, April, 1931, (Bibliography)

39. Haefner, Ralph, "Casual learning of word meanings," Journal of Educational Research, 25:267-277, April, May, 1932
 "Reports the results of a controlled experiment with teachers college students to determine the value of casual contacts with words in learning their meanings. He reported distinct value of casual contacts with words in learning their meanings. The specific device used was to write a new word with its definition and an illustrative sentence on the blackboard each day before the experimental class came into the room. As soon as the class work began, the definition and its illustration were erased."
40. Haggerty, Melvin E., and Eurich, Alvin C., "Examiners' manual for the Minnesota reading examination for college students," Minneapolis, Minnesota: University of Minnesota Press, 1930, 18 p.
 "An evaluation of the Minnesota reading examination for college students. Findings: Reliability coefficients for the test are Part I, .91, Part II, .78, Entire test, .87. Validity coefficients and norms have also been determined."
41. Haggerty, Melvin E., and Eurich, Alvin C., "A test of reading comprehension," Minneapolis, Minnesota: University of Minnesota, 1929
 "The purpose of this study was to construct a test of reading comprehension for college students. Findings: A test of reading comprehension was constructed and evaluated for reliability and validity. Norms were established on over 5000 students."
42. Haggerty, Melvin E., "The improvement of college instruction," School and Society, 27:25-37, January 14, 1928
43. Harlan, Charles L., "The technical vocabulary of psychology," Journal of Educational Psychology, 17:554-557, November, 1926
 "Describes the results of vocabulary tests involving psychological terms given to 500 normal school students before and after the study of psychology."
44. Harrelson, Pantha V., "The effect of knowledge of results upon oral and silent reading," Peabody Journal of Education, 1:78-85, 1923
 "Gains reported."
45. Hathaway, G. M., "Purposes for which people read: A technique for their discovery," Pittsburgh University School of Education Journal, 4:83-89, March, 1929
46. Headley, L. A., "How to study in college," New York, Henry Holt and Company, 1926, 417 p.
 "Suggestions offered to improve study habits are the outgrowth of a course on methods of study given to college students. The successive chapters are concerned with such topics as how to keep fit physically and mentally; how to concentrate, understand, learn, and remember; the improvement of judgment and reasoning;

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the significance of reading as a study tool; and the improvement of skill in reading; the taking of notes; preparation for an examination. Chapter 11 on the use of the library facilities offers definite aid to the high school teacher in her effort to teach the function of indexes and reference materials, and the use of books and references."

47. Holmes, Eleanor Ruth, "Relative merits of reading guided by questions versus careful reading and re-reading without questions," Master's thesis, Chicago, Illinois: University of Chicago, 1929, 174 p. ms.

"The author compares the two procedures described in the title for college students as to: (1) meaning values derived in terms of questions used by one group in study; (2) values derived in terms of supplementary questions not known by either group before test; and (3) total values derived in terms of study and supplementary questions, for different types of material. Conclusions: In general, the guidance of specific questions results in larger number of meaning values in terms of study questions themselves, no loss of supplementary values, and a larger total number of meaning values, when the purpose of the reading is delayed recall of science material or material relating to the history of English literature. For immediate recall of material relating to the history of English literature, question-directed careful reading surpasses undirected careful reading in terms of study questions and total meaning values. For immediate recall of scientific material, both procedures are of equal value in terms of total meaning values derived. Question directed careful reading significantly surpasses undirected careful reading for acquisition of specific information in terms of study questions even here, however."

48. Jacobs, Charles C., "An experiment in silent reading for college freshmen," Master's thesis, Syracuse, New York: Syracuse University, 1929.
49. Jones, E. S., "Testing and training the inferior or doubtful freshman," Personnel Journal, 6:89, 1927
"Study reveals improvement in both scholarship and reading."
50. Jorgensen, A. N., "Iowa silent reading examinations," Doctor's thesis, University of Iowa Studies in Education, Vol. 4, No. 3, Iowa City, Iowa: University of Iowa, 1927, 76 p.
"The tests were designed to aid teachers in diagnosing the abilities of pupils to work and study with books. Summation of test scores reveals a comparative profile of the pupil's ability to read silently in activities of the work type. The scores on the separate tests will reveal inability in particular skills necessary for efficient study and comprehension in silent reading. (See also "A validation of a series of silent reading tests," published as "Iowa Silent Reading Examinations," Iowa, 1927)
51. Jorgensen, A. N., Use of diagnostic tests in teaching silent reading," Elementary English Review, 9:86-88, April, 1932

52. Kirkpatrick, E. A., "A vocabulary test," Popular Science Monthly, 1907
53. Kirkpatrick, E. A., and Whipple, G. M., "Kirkpatrick-Whipple Vocabulary Test," 424 North Homan Avenue, Chicago, Illinois: C. H. Stoelting and Company, \$1.50 per 100; specimen set, 15 cents.
"Purpose: to measure size of vocabulary; range: college; time to give: marking of words, no time limit; definitions, twenty minutes; time to score: no information; standardized. This test is made up of 100 words selected from Webster's Abridged Dictionary. The pupils are to mark the words they can define or explain or with which they are familiar or unfamiliar. They are later to justify their marking by defining forty of the words."
54. Kornhauser, A. W., "How to study," Chicago, Illinois: University of Chicago Press, 1924, 43 p.
"A handbook of forty-three pages intended for the use of students in college and high schools. Includes general directions on study, emphasizes the acquisition of good habits and reading; and gives specific directions for improvement of reading."
55. McClusky, F. Dean, and Dolch, Edward William, "A Study Outline Test," School Review, 32:757-772, December, 1924
"Describes a study-outline test, presents preliminary results secured through its use, and discusses problems for investigation." "Investigation is being continued at the University of Illinois to determine the ability of students to label the structure of an author's thought in outline form."
56. McClusky, Howard, _____, Unpublished Doctor's Dissertation, Chicago, Illinois: University of Chicago.
"Investigated some phases of college reading ability."
57. McClusky, Howard, "Experimental analysis of the influence of certain conditions on the reading of college students," Chicago University Abstracts of Theses, Vol. 7, p. 125-132, Chicago, Illinois: University of Chicago.
58. McNee, Marcia Agnes, "Factors related to reading achievement of college freshmen," Master's thesis, Chicago, Illinois: University of Chicago, 1931, 121 p. ms.
"A study of 257 college freshmen enrolled at the University of Chicago during the fall quarter of 1930-1931. Findings: Intelligence is a conditioning factor in reading achievement as shown by the fact that 84.19 per cent of the poor readers and none of the good readers were found in the four lowest percentile ranks. A significant degree of relationship was shown between the scores on the three sections of the Sones-Harry high school achievement test and reading achievement."

THE HISTORY OF THE UNITED STATES OF AMERICA

BY JAMES M. SMITH, LL.D., OF THE UNIVERSITY OF CHICAGO

VOLUME I. THE FOUNDING OF THE NATION
FROM 1492 TO 1789

THE FIRST PART OF THE HISTORY OF THE UNITED STATES OF AMERICA, FROM 1492 TO 1789, IS THE HISTORY OF THE FOUNDING OF THE NATION.

THE SECOND PART OF THE HISTORY OF THE UNITED STATES OF AMERICA, FROM 1789 TO 1861, IS THE HISTORY OF THE GROWTH OF THE NATION.

THE THIRD PART OF THE HISTORY OF THE UNITED STATES OF AMERICA, FROM 1861 TO 1898, IS THE HISTORY OF THE DEVELOPMENT OF THE NATION.

THE FOURTH PART OF THE HISTORY OF THE UNITED STATES OF AMERICA, FROM 1898 TO 1914, IS THE HISTORY OF THE EXPANSION OF THE NATION.

THE FIFTH PART OF THE HISTORY OF THE UNITED STATES OF AMERICA, FROM 1914 TO 1945, IS THE HISTORY OF THE MODERNIZATION OF THE NATION.

THE SIXTH PART OF THE HISTORY OF THE UNITED STATES OF AMERICA, FROM 1945 TO 1968, IS THE HISTORY OF THE REFORMATION OF THE NATION.

59. Meyer, Max F., "Reading Test," University of Missouri
 "Purpose: to measure reading ability of college freshmen;
 range: college freshmen; time to give: 35 minutes; time to
 score: 2 minutes; standardized; not published for general dis-
 tribution. The test is made up of several selections which
 are difficult to comprehend and cover very different matter.
 Questions are asked on each selection, the questions being
 of true-false, multiple-response, or completion types."
60. Morrison, Kellophone Alfred, "The relation between reading com-
 prehension and college success for first semester freshmen,"
 Master's thesis, Los Angeles, California: University of South-
 ern California, 1928
61. Nelson, M. J., and Denny, E. C., "The Nelson-Denny Reading Test
 for College and Senior High School," New York: Houghton Mifflin
 Company, 1929, Forms A and B, Manual of Directions
62. Nineteenth Yearbook of the National Society for the Study of Edu-
 cation, Part I, "New Materials of Instruction," Chapter 5,
 "Reading Instructions for College Students," p. 52-57, Blooming-
 ton, Illinois: Public School Publishing Company, 1920, 194 p.
63. Parr, Frank W., "The extent of remedial reading work in state
 universities in the United States," School and Society, 31:547-
 548, April 19, 1930
 "Forty state universities replied to a questionnaire sent
 to every state university in the country to get a check on the
 extent of remedial work in reading done during 1929. Findings:
 The practice of remedial reading work varies in the state uni-
 versities. A great deal of interest is being manifested in the
 problem of remedial training in reading on the college level."
64. Parr, Frank W., "Factors associated with poor reading ability of
 adults," School and Society, 35:626, May 7, 1932.
 "Remedial measures for reading deficiencies,"
65. Parr, Frank W., "Remedial reading instruction as a phase of per-
 sonnel work in higher education," Regional conference on higher
 education papers, Research in higher education, 1931, p. 67-71
66. Parr, Frank W., "A remedial program for the inefficient silent
 reader in college," Doctor's thesis, Iowa City, Iowa: State
 University of Iowa, 1930, 403 p. ms.
 "Twenty students at the University of Iowa were given in-
 structions in how to read and how to study, over a period of
 fifteen weeks. A marked effect upon scholarship was noted."
67. Parr, Frank W., "Teaching college students how to read," Jour-
 nal of Higher Education, 2:324-330, June, 1931
68. Parr, Frank W., and Nemzek, Claude L., "The inefficient silent
 reader in college," Peabody Journal of Education, 7:299-303,
 March, 1930

"A study was made of 350 entering students at the University of Iowa who were called 'inefficient silent readers' based on their grades in the Iowa comprehension test. A follow-up study was made of these students at the end of the first semester. A check made on February first showed that 110 of the original group had dropped from school. Data indicate that there were more poor readers among men than among women students and that the inefficient silent reader is incapable of doing satisfactory work in college."

69. Paterson, Donald G., and Tinker, Miles A., "Time-limit versus work-limit methods," American Journal of Psychology, 42:101-104, January, 1930

"The Chapman-Cook Speed of Reading Tests were administered to 1090 college students. Within the limits of the conditions of this experiment, the time-limit method and the work-limit method are equivalent."

70. Philippine Islands, "Progress in silent reading achievement as measured by the Thorndike-McCall reading scale, forms 4,6,7," Manila, Philippine Islands: Bureau of Education, 1929, 3 p. ms.

"Second year normal classes were tested with the Thorndike-McCall reading scale, forms 4,6, and 7. The comparative median scores were secured."

71. Philippine Islands, "Progress in silent reading achievement as measured by the Thorndike-McCall reading scale, forms 8,5,4," Manila, Philippine Islands: Bureau of Education, 1930

"Second year provincial normal classes were tested with the Thorndike-McCall reading scale, forms 8,5, and 4. The comparative median scores were secured."

72. Pitkin, Walter B., "The art of rapid reading, A book for people who want to read faster and more accurately," 370 Seventh Avenue, New York: McGraw-Hill Book Company, Inc., 1929, 230 p.

"Discusses the nature of rapid silent reading and offers definite suggestions for improving rate of reading for adults."

73. Pressey, Luella Cole, "College students and reading," Journal of Higher Education, 2:30-34, January, 1931

74. Pressey, Luella Cole, "College remedial reading classes," English Journal (college edition), 19:566-569, September, 1930

75. Pressey, Luella Cole, "A manual of reading exercises for freshmen, Columbus, Ohio: Ohio State University Press, 1928

"Provides directions and materials for use by college students in improving their ability to read."

76. Pressey, Luella Cole, and Pressey, S. L., "Training college freshmen to read," Journal of Educational Research, 21:203-211, March, 1930

"422 students scoring the lowest fourth of a reading test given to all freshmen were selected for training, which lasted

for seven weeks. From this study it is concluded that training college students to read is entirely feasible and results in real gains for academic work. They obtained a difference in average point-hour ratios between their experimental and control groups of more than five times its probable error, favoring the group receiving the special training."

77. Rejall, Alfred E., "Reading Vocabulary, Thirty and one reading tests for voters and citizenship," New York: Noble and Noble, 1926, p. 49-69.

"Presents a list of 'the 4000 most essential words which every citizen and voter should know' based on frequency of occurrence in various sources. The reading-vocabulary lists for citizenship and voting adopted by the Board of Regents of the state of New York as a basis for a course of study for non-English-speaking persons. These lists consist of an elementary list of 1000 words, an intermediate list of 1500 words, and an advanced list of 1500 words. The use of tests among adults for determining their mastery of the 'vocabulary for citizenship and voting'."

78. Remmers, H. H., and Stalnaker, J. M., "An experiment in remedial reading exercises at the college level," School and Society, 28:797-800, December 22, 1928.

"Reports an experiment designed to gain some insight into, and master of, a justifiable and sound technique as a basis for a broader and more comprehensive future experiment in improving the reading ability of college students. Contains a summary of previous investigations, results of present experiment with seven college freshmen to determine the effectiveness of remedial training in increasing rate of reading and comprehension, and suggestions for future experiments. They provided training for poor readers at the college level. The results of these and other studies are very gratifying. They indicate that systematic training in important reading habits can often be provided at all levels to advantage. They show that the achievement of groups of poor readers can be radically improved when appropriate methods of instruction are employed."

79. Remmers, H. H., and Stalnaker, J. M., "Purdue Reading Test," Lafayette, Indiana: Lafayette Printing Company, 1928

80. Robinson, Francis P., "Analysis and treatment of reading inadequacies in college freshmen," Master's thesis, Iowa City, Iowa: Iowa State University, 1930.

81. Robinson, Francis P., "Can college freshmen in the lowest tenth in reading be aided scholastically?" School and Society, 34: 843-846, December 19, 1931.

"Summarizes the results of an experiment to determine the value of clinical analysis and treatment of reading deficiencies among freshmen ranking in the lowest tenth in reading ability. He presented evidence which showed clearly the value of clinical treatment of college students ranking in the lowest tenth

THESE are the first of the many papers which have been prepared by the members of the committee, and which are now being published in a series of small pamphlets. The first of these pamphlets is entitled "The Committee on the Study of the History of the United States," and it contains a list of the members of the committee, and a statement of the objects of the committee.

The second pamphlet is entitled "The Committee on the Study of the History of the United States," and it contains a list of the members of the committee, and a statement of the objects of the committee.

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The tenth pamphlet is entitled "The Committee on the Study of the History of the United States," and it contains a list of the members of the committee, and a statement of the objects of the committee.

The eleventh pamphlet is entitled "The Committee on the Study of the History of the United States," and it contains a list of the members of the committee, and a statement of the objects of the committee.

The twelfth pamphlet is entitled "The Committee on the Study of the History of the United States," and it contains a list of the members of the committee, and a statement of the objects of the committee.

of the freshman group with respect to reading achievement. As a result of the help given there was marked improvement in reading achievement and scholastic progress. The amount of improvement correlated closely with the intelligence of the student and with his willingness to cooperate."

82. Schlichting, Martin H., "Methods of improving reading achievement among college and university students," Master's thesis, Chicago, Illinois: University of Chicago, 1931, 74 p. ms.

"A comparative study of two methods for improving silent reading achievement of undergraduate and graduate students. Findings: (1) Motivation alone, as defined in this investigation, is ineffective as a method of improving the reading achievement of college and university students; (2) specific methods of practice, as used in this investigation, are more effective with some groups than with others; (3) instruction in the principles of silent reading and assisting the individual student in overcoming persistent reading difficulties, in addition to practice reading, is more effective in improving silent reading achievement than practice alone; (4) The practice reading may be combined with courses in psychology, education, and probably most effectively with a course in How to study."

83. Seashore, C. E., and others, "Iowa Comprehension Test, Series B-1, D-1, and D-2," Iowa City, Iowa: University of Iowa Extension Division, 1923, 1924, \$1.75 per 100 of either series complete, plus transportation; specimen set, 10 cents postpaid.

"Purpose: to measure ability to comprehend what is read in the fields of history, literature, and science, at college level; range: college freshmen; time to give: 36 minutes; time to score: 1 minute; standardized. This test is made up of 3 selections, one on history, one on literature in the form of poetry, and one on science. Questions are asked on each selection and are to be answered by selecting sentences from the material by the number used to designate them."

84. Skinner, H. Clay, "The relationship between reading ability and class marks in college subjects," Journal of Educational Research, 17:137-138, February, 1928

"Summarizes data from 165 college students to determine the relationship between class marks and scores on reading tests in psychology, economics, and poetry."

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"An investigation carried on at the New Jersey State Teachers College and State Normal School, Montclair, New Jersey, reports that scores made by college freshmen on the Whipple reading test ranged from 3 to 17 out of a possible score of 20."

1. The first part of the paper discusses the importance of the study and the objectives of the research. It also mentions the scope of the study and the limitations.

2. The second part of the paper discusses the methodology used in the study. It includes the data collection methods, the sample size, and the statistical analysis techniques.

3. The third part of the paper discusses the results of the study. It includes the findings of the research and the conclusions drawn from the data.

4. The fourth part of the paper discusses the implications of the study. It includes the practical applications of the findings and the suggestions for future research.

5. The fifth part of the paper discusses the conclusion of the study. It includes the final thoughts and the overall summary of the research.

6. The sixth part of the paper discusses the references. It includes the list of sources used in the study and the citations in the text.

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"Purpose: to measure range of reading vocabulary; range: grade 4 through college; time to give: about 15 minutes; time to score: 2 or 3 minutes; standardized. The test consists of two lists of words of 100 words each. The pupils are allowed as much time as they need. A check mark is placed after each word the pupil is sure he can use correctly. Words with which the pupils are familiar but are not sure of the meaning are checked. The teacher may select such of the words that are checked as she thinks necessary and have the pupil give the meaning."

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"Purpose: to measure speed and comprehension in silent reading; range: grade 2 through college; time to give: about 5 minutes; time to score: 2 to 5 minutes; standardized. The tests are composed of selections for each grade. The number at the top of the page corresponds with the grade in which it is to be used. Two tests should be given each pupil. The first day the pupils should be tested with the selection for their own grade; the second day the test should be repeated with the selection for the grade next below that of pupils. Speed is determined by counting the number of words read in 30 seconds. Comprehension is determined by reproducing the story."

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90. Stockrahm, Roy L., "A tentative analysis of learning to read with a study of the reading ability of college freshmen," Bloomington, Indiana: Graduate Council, Indiana University, 1932, 64 p.

"Presents a detailed analysis of the task of learning to read; reports the scores of 900 students on two reading tests and compares the achievement of good and poor readers. Tests given by Stockrahm to freshmen in Indiana University revealed wide variations and serious deficiencies in reading achievement. The difference in achievement between sexes was not significant, the men reading slightly faster and the women somewhat more accurately."

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"Both rate and comprehension improved."

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 "Both rate and comprehension improved."
93. Terman, L. M., and Childs, H. G., modified by G. M. Whipple, "Terman-Childs Vocabulary Test," 424 North Homan Avenue, Chicago, Illinois: C. H. Stoelting Company, 1912, \$1.50 per 100; specimen set, 15 cents.
 "Purpose: to measure size of vocabulary; range: elementary through college; time to give: approximately 30 minutes; time to score: short; standardized. This test is similar to the vocabulary test by Kirkpatrick but the words are chosen from the 1904 edition of Laird and Lee's Vest-Pocket Webster Dictionary, a smaller dictionary, the last word on every sixth page being used to make up the test. Reference: Journal of Educational Psychology, February - May, 1912."
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 "Reports the methods used and the results secured through remedial training given to 273 freshmen in a teachers college. Significant results were secured among freshmen in a teachers college who ranked below the tenth grade norm in reading achievement. The students met once a week for eight weeks for special help and guidance. Pressey's 'Manual of Reading Exercises for Freshmen' provided part of the practice recommended between group meetings."
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 "With a rather complete bibliography and a critical review of the literature on certain phases."
96. Tinker, Miles A., "Eye movement duration, pause duration, and reading time," Psychological Review, 35:385-397, September, 1928.
 "Reviews related investigations and reports the results of eye-movement studies involving 26 subjects to determine the relation between eye movement, duration, pause duration, and reading time."
97. Tinker, Miles A., "How Formulae are read," American Journal of Psychology, 40:476-483, July, 1928
 "Summarizes the results of a tachistoscopic study of 5 advanced students in psychology to determine significant facts about reading of mathematical formulas."
98. Tinker, Miles A., "Legibility and eye movement in reading," Psychological Bulletin, 24:621-639, November, 1927.
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essential to the understanding of the concept presented later, and careless, irrational, or impossible answers possibly due to peculiar individual experience'."

106. Wager, Ralph E., "Fixation-accommodation rates as factors in reading," Journal of Educational Psychology, 15:579-587, December, 1924.
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108. Webb, L. W., "Ability in Mental tests in relation to reading ability," School and Society, 11:567-570, May 8, 1920.
 "Studied the relation between the reading ability of college students and performance on mental tests. Concludes that rapidity of comprehension in reading is one of the large factors in determining the score a student makes on an intelligence test."

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 "Purpose: to test pupil's speed and comprehension of subject matter read; range: high school and college; time to give: 10 minutes; time to score: short; standardized. This test is published in 2 forms. Form A deals with 'The League of Nations Assembly' and Form B with 'Exclusion or Quota for Japanese?' Each form is made up of a series of paragraphs on the subject, each of which requires continuous and relatively long attention. Numerous questions or directions are inserted in the material."

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 "Conducted laboratory experiments with six university students and instructors. Found rather decided differences in the ability to skim reading materials. While the numbers here are too small to be conclusive, they are large enough to be indicative of what would probably be found if greater numbers were used."

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111. Witty, Paul A., and LaBrant, Lou L., "Vocabulary and reading," School and Society, 31:268-272, February 22, 1930

"The vocabulary used by five classes of upper classmen and five classes of freshmen enrolled in the school of education and the college of liberal arts of the University of Kansas was studied. A total of 340 compositions and a like number of vocabulary tests were obtained. An analysis was made of the vocabulary content of 12 well-known books. Conclusions: Elements other than vocabulary determine the choice of reading materials for persons over 14 years of age; the problem of vocabulary development may have received too much emphasis."

112. Witty, Paul A., and Lehman, Harvey C., "Teaching the college student how to study," Education, 48:47-56, September, 1927

"Presents the results of an experiment with groups of students of education to increase comprehension and rate of reading. Carried on an experiment with four groups of college students to determine the possibility of increasing rate of reading and comprehension among such students. Two groups participated for 13 1/2 weeks during the regular academic year, meeting twice a week; the other two groups participated for 5 1/2 weeks during the summer, meeting 3 times a week. The students were directed to spend a 30 minute period between each two class sessions reading as much as they could and bearing in mind that an 8-minute summary of what was read would be required. References assigned in the course, which related to reading, were used for practice materials. All students who continued practicing for 13 1/2 weeks made noticeable improvement as measured by the Thorndike-McCall, Monroe, and Van Wagenen reading tests. Consistent gain in speed and comprehension was made by 90 per cent of the summer students. This fact indicates that even short periods of practice are valuable."

113. Worcester, D. A., "The ability to follow oral and written directions," Columbus, Ohio: Ohio State University Educational Research Bulletin 4:250-251, September 9, 1925

"Reports the results of a study of the ability of 220 college freshmen to follow directions orally and in writing. Test: Army Alpha Examination, Test I, Form 5. Part read the directions and part followed oral directions. Median for those reading: 8.8, Median for oral: 9.47. Indicates that reading difficulties influence scores on mental tests."

114. Zeleny, F. K., "Remedial instruction in reading at the freshman level in a teachers college," Educational Administration and Supervision, 18:607-620, November 1932

The first part of the paper discusses the importance of the study of the history of the United States. It is pointed out that the study of history is not only a means of understanding the past, but also a means of understanding the present and the future. The author argues that the study of history is essential for the development of a nation and for the well-being of its people.

The second part of the paper discusses the role of the government in the development of the United States. It is pointed out that the government has played a significant role in the development of the country, and that its actions have shaped the course of history. The author argues that the government should continue to play a role in the development of the country, and that its actions should be guided by the principles of justice and equity.

The third part of the paper discusses the role of the individual in the development of the United States. It is pointed out that the actions of individuals have shaped the course of history, and that the individual has a responsibility to contribute to the development of the country. The author argues that the individual should strive for excellence and for the betterment of the community.

REFERENCES TO STUDIES ON THE HIGH SCHOOL LEVEL

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"Reports the results of an analysis of the reading habits and accomplishments of 600 high school pupils of University City, Missouri, to determine the factors that contribute to improvement in rate and comprehension of reading and to school progress. There was a greater tendency for the pupils to gain in comprehension than in rate of reading, and the gain in comprehension was more uniform than the gain in rate. The data seem to show that progress in reading is due less to general intelligence than to training and application. The poor were more inclined to gain in both rate and comprehension than the good readers, and improvement in rate and comprehension was accompanied by a tendency to do better school work. Good readers averaged higher intelligence and usually did better work in school than poor readers."

116. Berry, Mildred Brown, "Correlations between intelligence, reading ability and achievement in biology," Master's thesis, Nashville, Tennessee: George Peabody College for Teachers, 1929, 40 p. ms.

117. Blank, K. L., "Improving reading in biology," School, Science and Mathematics, 32:889-892, November, 1932

118. Bobbitt, John Franklin, "The Curriculum," New York: Houghton Mifflin Company, 1918, viii - 295 p.

- ✓ 119. Book, William F., "Learning how to study and work effectively," New York: Ginn and Company, 1926, 475 p.

"Discusses in great detail and with much repetition methods of eliminating waste and promoting efficiency in the accomplishment of work. Offers practical suggestions and helps for securing optimum results. Teachers of high school pupils will find Parts III and IV more immediately applicable to their problem of directing study. Section III discusses such topics as--planning of work to make best use of energy and time; making a job analysis of tasks; value of schedules; providing most favorable conditions for study and work; development of interest and right attitudes toward work to be done. Part IV applies principles of effective work to specific study tasks. Such topics as the following are treated: preparation of an assignment in a textbook; making an investigation or report on a particular subject; methods of memorizing; learning how to reason or solve problems. A final chapter discusses sound procedures for the direction of study."

- ✓ 120 Brooks, Fowler D., "Psychology of reading with exercises and directions for improving silent and oral reading," New York: D. Appleton and Company, 1926, xviii - 278 p., 152 references

"Summarizes numerous investigations of reading that relate to practical teaching problems. Presents directions and exercises to improve oral and silent reading. An attempt to interpret and apply briefly in non-technical language the more significant parts of the vast body of psychology of reading."

121. Bullington, John Robert, "Investigations of reading in high schools," Master's thesis, Nashville, Tennessee, George Peabody College for Teachers, 1929, 181 p. ms.
122. Carney, Elizabeth, and Leuenberger, Claire S., "Experiment in remedial reading in senior high school," High School Teacher, 7:71-72, February, 1931, (bibliography)
129. Carter, R. E., "Teaching a study habit," School Review, 29: 695-706 and 29:761-775, November and December, 1921
"A concrete discussion of how to teach a study habit. The first article deals with the direct method of teaching a study habit as contrasted with the incidental way which relies on chance rather than on systematic training. The indirect method is discussed in the second article. At the end of the second article, there is a good summary of the entire discussion."
130. Chamness, A. H., "Improvement of reading in high school," Master's thesis, Dallas, Texas: Southern Methodist University, 1929, 74 p.
"An experiment with the aid of standardized educational tests to determine whether the reading ability of high school pupils can be materially improved by the application of certain definite remedial measures of instruction. Findings: Pupils given remedial instruction showed much more improvement than those taught in the ordinary way. Pupils who showed no improvement were found with low I.Q."
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"Purpose: to test pupils' reading comprehension; range: grades 5-12; time to give: 30 minutes; time to score: 3 minutes; standardized. This test consists of a fore-exercise and 33 paragraphs whose reading difficulty progresses in substantially equal steps. Comprehension of a paragraph is proved by crossing out one word."
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"An attempt to determine the extent to which ability in reading conditions works for success in other subjects. Conclusions: Reading is one of the principal factors in the successful pursuit of other subjects. See also Chicago University Abstract of Theses, No. 7:91-96"

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134. Denver, Colorado, Public Schools, "Reports on results of reading tests in grades 10 and 11 of the senior high school," 1931, ms.
"The Nelson-Denny reading test was given to social science classes in the senior high schools to aid in discovering reading difficulties in social science. Tabulations of percentile ranks accompany the study."
135. Dietze, Alfred G., and Jones, George Ellis, "Factual memory of secondary school pupils for a short article which they read a single time," Journal of Educational Psychology, 22:586-598 and 22:667-676, November and December, 1931
"Reports the results of an experiment to determine the effect of a single reading as measured by immediate and delayed factual memory of pupils in grades 7-12."
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"One thousand twenty pupils in grades 3 to 12, inclusive, in six schools of Mingo County, West Virginia, were selected for the study. Intelligence scores (Otis tests), teachers' marks in reading and English, and reading scores on the Shank comprehension tests of paragraph reading were used in order to evaluate: first, the ability to predict outcomes from given events; and second, the ability to organize thoughts into logical order. Conclusions: (1) The ability to predict outcomes from given events, as this ability is measured by the Gates silent reading test, type B, is a fair measure of reading comprehension. This ability is perhaps a better measure of reading comprehension in grades 6-8 than in the lower grades; (2) the ability to organize thoughts into logical order, as this ability is measured by the Witham silent reading test, No. 2, is a fair measure of reading comprehension in grades 10-12, a poor measure in grades 7-9, and practically no measure in grades 5-6."
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138. Eckert, D. Z., "Remedial reading in high school (abstract)," National Educational Association Proceedings, 1931:610
139. Fleming, Cecile White, "A program for the improvement of instruction in reading in the junior and senior high schools for Hopewell, Virginia," Williamsburg, Virginia: College of William and Mary, 1930, 55 p. ms.
"A report prepared under the direction of C. W. Fleming by supervisors of teachers of the Hopewell schools under the

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auspices of the school of education of the College of William and Mary. It is based upon the analyzed results of a 1929-1930 survey of instruction, and presents a detailed consideration of methods of improving comprehension and rate in reading, including a large and varied amount of practical procedures for training children in the reading and study skills. Particular emphasis is given to the development of reading skills fundamental to effective study in the junior and senior high school. A chapter is also devoted to the consideration of the function of the assignment in directing study with illustrations of the so-called unit type of assignment. A selected bibliography on reading and study is also a part of the report."

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 "Reports correlations between reading comprehension and other achievements in English for 122 senior high school pupils."
141. Gates, Arthur I., "An experimental and statistical study of reading and reading tests," Journal of Educational Psychology, 12:303-314, 12:378-391, 12:445-464, September, October, November, 1921.
142. Gladden, Adelaide L., "The status of remedial reading in junior and senior high schools of the United States," Master's thesis, Los Angeles, California: University of Southern California, 1931, 186 p.
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144. Gray, William Scott, "Principles of method in teaching reading, as derived from scientific investigation," Eighteenth Yearbook of the National Society for the Study of Education, Part 2, Bloomington, Illinois: Public School Publishing Company, 1919, p. 26-51
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148. Brover, C. C., "Survey of the reading achievement of pupils in low-tenth grade," School Review, 40:587-594, October 1932.
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"With manual of directions, 59 p."
150. Hall, Mary Louise, "Improvement in speed and comprehension in reading of a group of retarded children in university high school," Morgantown, West Virginia: West Virginia University, 1930.
151. Hanes, Ernest, "Supervised study in English," School Review, 32:356-363, May, 1924.
"Shows how he applies supervised study to (1) principles of composition, (2) general reading for exploration, and (3) reading with a definite purpose in mind. No lessons are assigned or recited, work is discovered and completed to the satisfaction of the worker. The classroom becomes a workshop and the teacher a sympathetic guide."
152. Hanna, C. C., "Extensive versus intensive reading," English Journal (high school edition) 20:590-592, September, 1931
153. Harness, Frances, "Individual differences in reading ability in university high school, Morgantown, West Virginia: West Virginia University, 1930
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"Summarizes the replies of 627 pupils to questions submitted to determine the extent of their voluntary use of reference materials."

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"The scale is composed of 2 series, 3A and 3B. Series A is for grades 3-8. Series B is for grades 7-12, and is composed of 70 multiple-response completion statements."
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"Presents the results of practice exercises in silent reading, discusses the reading interests of pupils, and reports the amount of material read by community life English classes. Practice reading tests given to a group of high school freshmen during opening week of semester. Results: 'A relatively high rate of reading with a relatively low index of assimilation when compared with available data for other classes.' Emphasized assimilation of content. At frequent intervals they prepared reproductions of material read. Pupils exchanged papers and corrected. 5 forms of Thorndike-McCall Reading Scale during semester to check comprehension. Steady increase in scores on successive forms. Consistent improvement to grasp the meaning. Average gain: 18.8 points."

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"State wide tests given to members of grade 12."
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questions results in a greater increase in ability to answer questions of those types than does undirected study on the same material.' "

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"The study shows that bright pupils gained ability to comprehend the printed page by their daily reading practice. Slower pupils are likely to improve if the teacher is able to maintain their interest and effort. The extent of the improvement depends largely on the teacher. Describes an experiment with 14 classes of high school pupils to determine the correlation between the degree of improvement in reading and (1) intelligence and (2) initial reading ability." "Miles reports the results of efforts in New York City to increase comprehension among 331 pupils of different levels of ability in 14 classes in grades 9-11, inclusive. The classes were arranged in pairs, one serving as an experimental group and the other as a control group. Of the seven pairs of classes, four had 'almost exactly the same average intelligende.' In the experimental sections an effort was made for 12 weeks to discover ways of improving comprehension. Forms of the Thorndike-McCall Reading Scale were used in measuring progress. The results showed very little improvement on the part of bright pupils but noticeable improvement among the slower pupils if the teacher was able to maintain their interest and effort. It was observed that bright pupils often lose interest in drill and obtain lower scores on the final tests. 'Pupils inexperienced in getting thought, however, may benefit from remedial drills.' The study also showed that the teacher is the most important factor in securing improvement."

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 "Reports the relative efficiency of intensive study and extensive reading in two high school history classes. Moon outlined different procedures for two high school history classes which averaged approximately the same in mental age. The members of the control class were to learn the facts presented in the textbook, following very carefully the supervisory instructions. The experimental group was to use the textbook as a guide and to read widely rather than intensively. As a matter of fact, the experimental group was encouraged to read far beyond the requirements. During the course of the experiment eight different written tests were given. An analysis of the results of these tests showed conclusively that

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'the class which read extensively and collected information as an incidental part of the process was able to remember more facts and to do better on tests than the class which spent most of its time in the intensive study of the facts which it was expected to remember'."

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"Stresses the necessity for a master of technique by teachers for the best work in supervised study. He gives types of techniques used in the Chicago University High School, namely, science type, language type, pure practice type, practical arts type, and appreciation type. He then shows how the science type work, etc., is broken up into units. He gives four reasons for poor study and closes the article with a discussion of the factors upon which the working of supervised study depends."

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"We have the community paying high salaries to high school teachers to teach classes in which from 27 to 40% are either totally unable to comprehend the lesson assigned or do so with great difficulty. Such a practice undoubtedly discourages the pupil, overburdens the teacher, and violates every principle of economy."

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CHICAGO, ILLINOIS 60607

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Dear Sirs: I have the honor to acknowledge the receipt of your letter of the 10th inst. and in reply to inform you that the same has been forwarded to the appropriate authorities for their consideration. I am, Sir, very respectfully,
Yours very truly,
[Signature]

Very truly yours,
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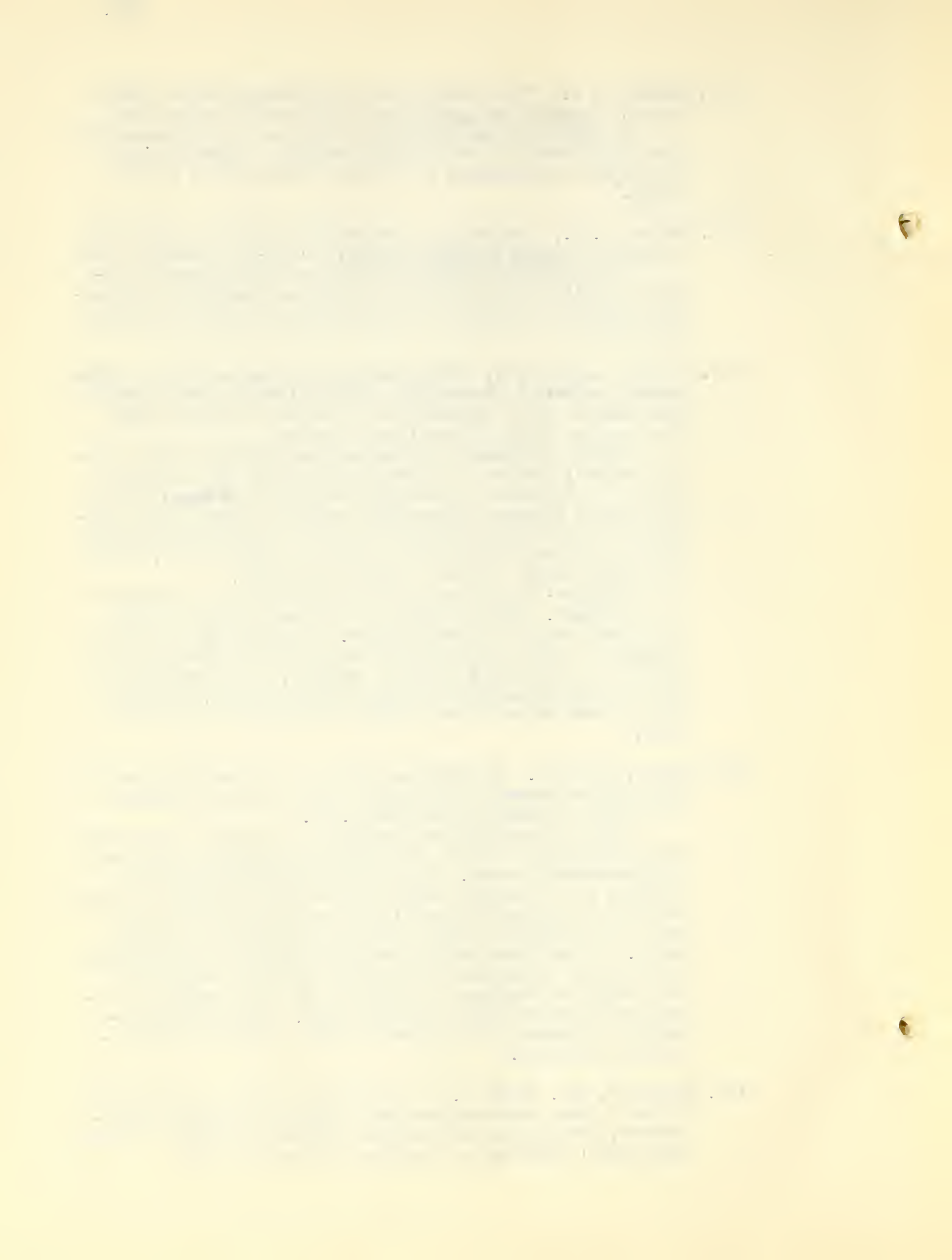
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195. Powers, S. R., "The vocabularies of high school science textbooks," Teachers College Record, 26:368-382, January, 1925
"Compares the vocabularies of nine science textbooks with the 10,000 words of the Thorndike wordlist. Discusses the pedagogical significance of extensive vocabularies in text books."
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Section I, Grammar and Composition (English, French, Latin, German); Section II, Literature; Section III, Arithmetic; Section IV, Algebra and Geometry; Section V, History; Section VI, General Science; Section VII, Biology; Section VIII, Chemistry; Section IX, Geography; Section X, Physics; Section XI, Physiology; Section XII, Home Economics; Section XIII, Manual Training; Section XIV, Art; Section XV, Music.
"Purpose: to diagnose specific weaknesses of a class or an individual. These vocabulary lists are catalogs of the important concepts in each subject. The lists may be used as diagnostic tests in determining the specific weaknesses of a class or an individual student. That is, if the teacher will find out the terms which a student does not know, she will have an indication of the topics on which that student needs help."
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1921, \$2.00 per 100, grades 2-12

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"Presents the scores made on reading tests by two high school pupils both before and after a period of specific training in silent reading. Reported the results of a controlled experiment among high school pupils to determine whether regular instruction in habits of silent reading is valuable in the case of pupils at this level of advancement. From March 12 to May 7 an average of 10 minutes a day was devoted to systematic vocabulary work and to training in the reading of difficult sentences. The results of the tests given before and after the practice period showed that the gain made by the experimental group was somewhat greater than the gain made by the control group."

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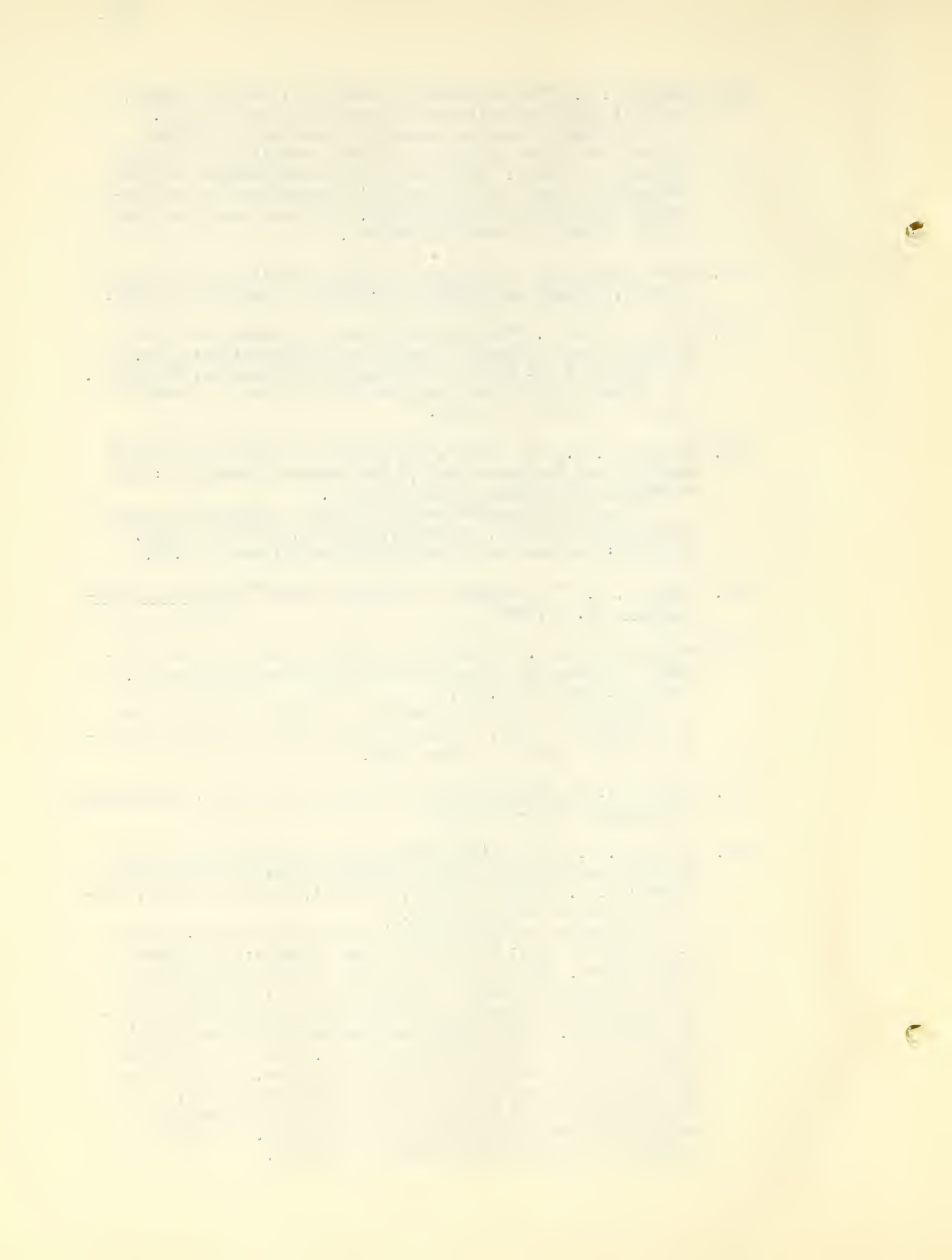
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"Purpose: to measure pupil's vocabulary; range: grades 5-12; time to give: 20 minutes; time to score: 1/2 minute; standardized. This test is composed of 100 words selected from the Ayres Measuring Scale for Ability in Spelling and from the Thorndike Reading Scale A-2, word knowledge or visual vocabulary. Ninety words were selected from the Ayres' scale and ten from the Thorndike scale. The test is in two parts, 1 and 2, each part including 50 words. On the opposite page from each list of 50 words are definitions. The pupils are directed to write the number corresponding to each word before the definition of that word. Especially suitable for junior and senior high schools."



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"Discusses at length the relation between reading and study and outlines a program for developing good reading and study habits."

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural human curiosity, but also a means of developing a sense of responsibility and a sense of duty to the community.

2. The second part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural human curiosity, but also a means of developing a sense of responsibility and a sense of duty to the community.

3. The third part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural human curiosity, but also a means of developing a sense of responsibility and a sense of duty to the community.

4. The fourth part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural human curiosity, but also a means of developing a sense of responsibility and a sense of duty to the community.

5. The fifth part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural human curiosity, but also a means of developing a sense of responsibility and a sense of duty to the community.

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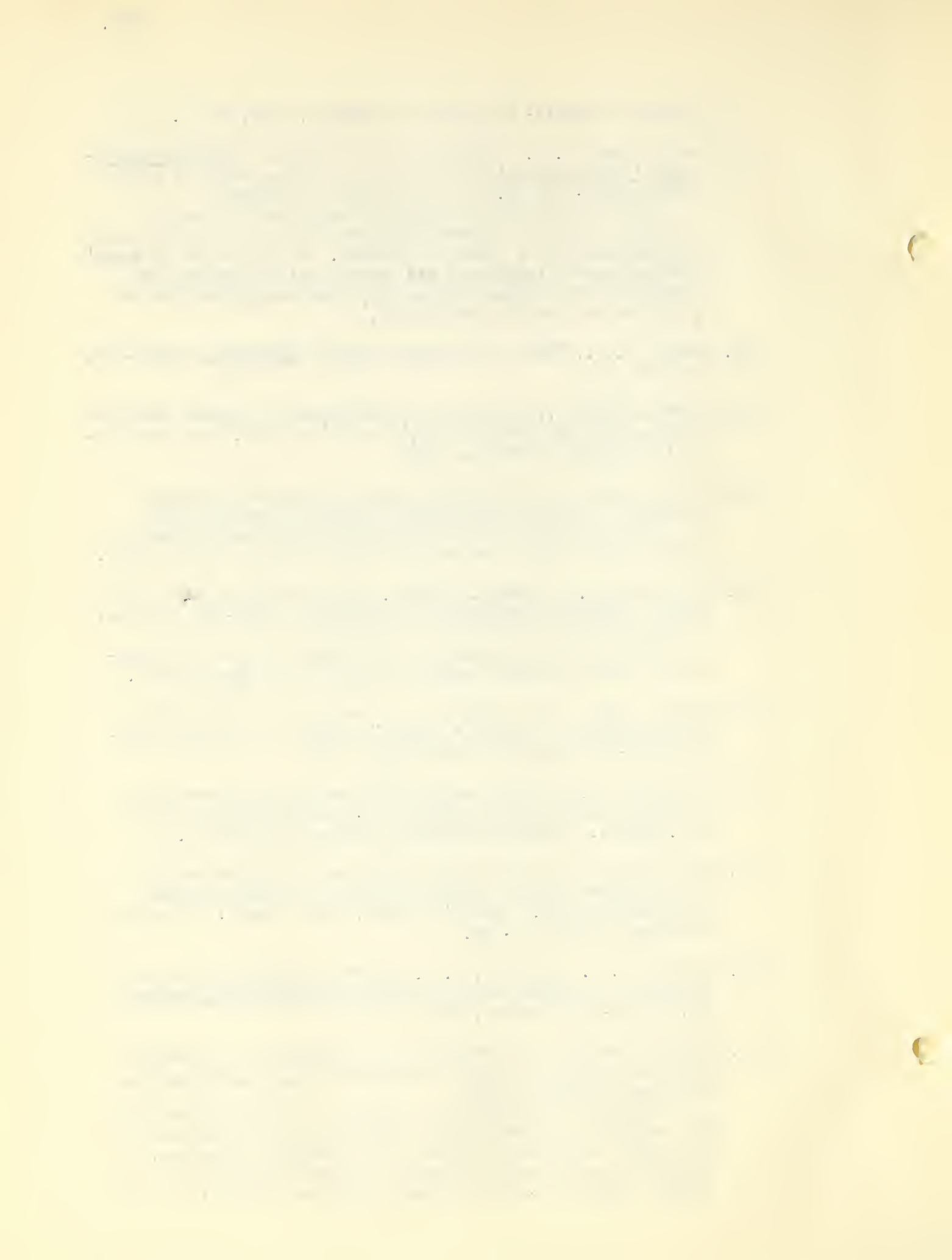
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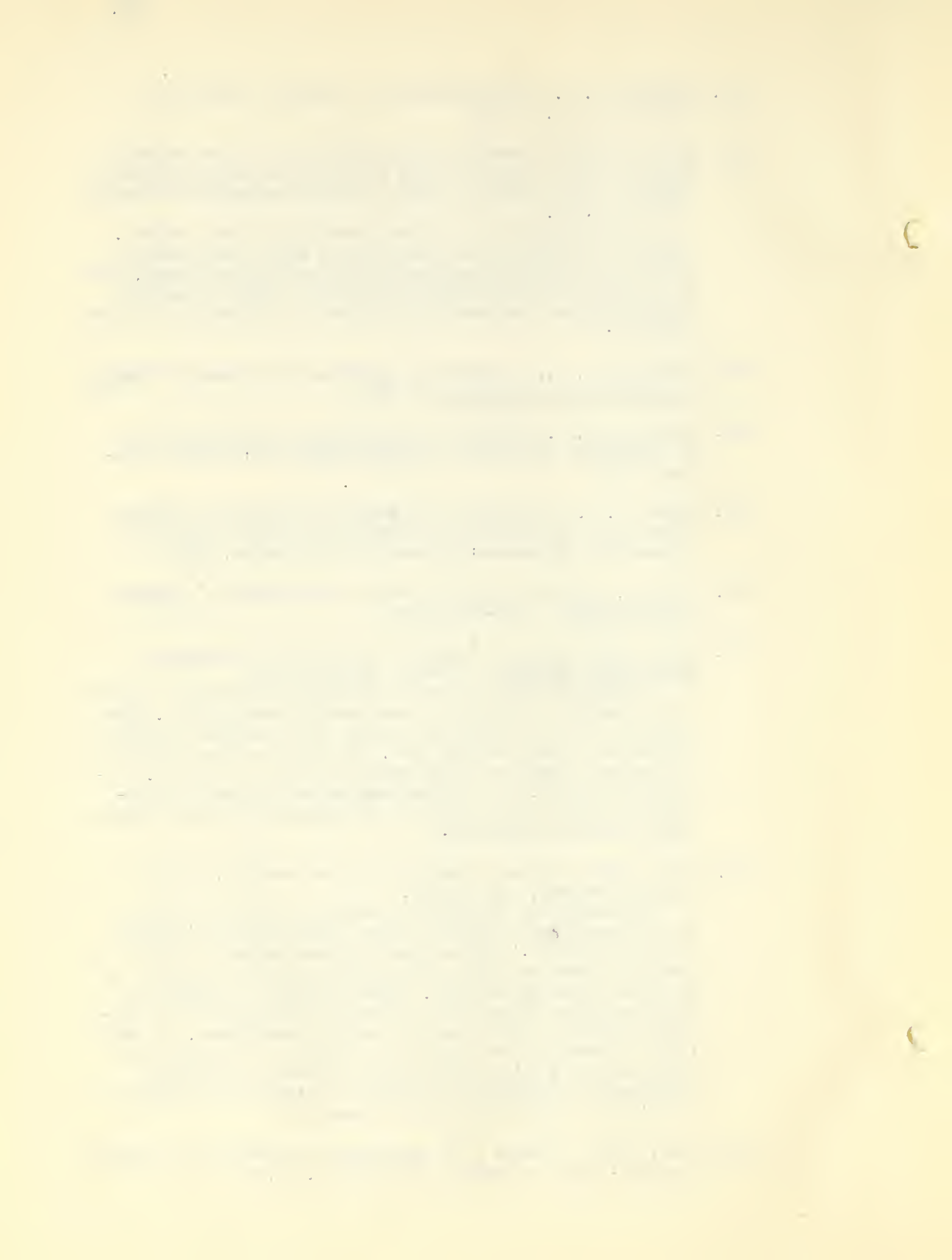
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1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the paper focuses on the role of internal controls in ensuring the accuracy and reliability of financial information. It outlines various control measures that can be implemented to minimize the risk of errors and misstatements.

3. The third part of the paper discusses the importance of transparency and disclosure in financial reporting. It highlights the need for companies to provide clear and concise information to investors and other stakeholders, and to adhere to established accounting standards.

4. The fourth part of the paper addresses the challenges faced by companies in implementing effective financial management practices. It identifies common pitfalls and offers practical advice on how to overcome these challenges and improve financial performance.

5. The fifth part of the paper discusses the role of technology in financial management. It explores how digital tools and systems can be used to streamline processes, reduce costs, and improve the accuracy of financial data.

6. The final part of the paper provides a summary of the key points discussed and offers concluding thoughts on the importance of sound financial management for the long-term success of any organization.

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Supplement No. 2, July 1, 1925, to June 30, 1926, summarizes briefly the findings and the conclusions of 56 investigations in reading and closely related topics; printed also in Elementary School Journal, 27:456-466, 27:475-510, February, and March, 1927

Supplement No. 3, July 1, 1926, to June 30, 1927, presents a bibliography of 113 studies of reading and summarizes the most important findings; printed also in Elementary School Journal, 28:443-459, 28:496-510, 28:587-602, February, March, and April, 1928

Supplement No. 4, July 1, 1927, to June 30, 1928, presents an annotated bibliography of 101 investigations relating to reading and summarizes the results reported. Part I, contains an annotated list of the investigations; Part II presents a brief resume of the important findings of most of the studies reported. The problems which were discussed most frequently during the period relate to the following topics: the reading interests and habits of children and adults, methods of improving comprehension and the technique of study, reading vocabularies, and diagnosis and remedial teaching. In the first paragraph of Part I mention is made of previous summaries by the same author; printed also in Elementary School Journal, 29:443-457, 29:496-509, February and March, 1929

Supplement No. 5, July 1, 1928, to June 30, 1929, Part 1, lists 113 studies alphabetically by author. In this list are included a few studies published before July 1, 1928. The first section of the second part considers the problems studied at various levels from the first grade to the university and also refers to studies relating to the reading interests and habits of adults. In the second section, many of the more important studies are classified according to the types of problems to which they refer. Significant findings or conclusions are presented where space permits; printed also in Elementary School Journal, 30:450-466, 30:496-508, February and March, 1930

Summary from July 1, 1929, to June 30, 1930, in Elementary School Journal, Volume 31

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3. The third part is devoted to the case of a system of particles.

4. In the fourth part, we consider the case of a continuous medium.

5. The fifth part is devoted to the case of a system of continuous media.

6. In the sixth part, we consider the case of a system of particles and continuous media.

7. The seventh part is devoted to the case of a system of particles and continuous media.

8. In the eighth part, we consider the case of a system of particles and continuous media.

9. The ninth part is devoted to the case of a system of particles and continuous media.

10. In the tenth part, we consider the case of a system of particles and continuous media.

11. The eleventh part is devoted to the case of a system of particles and continuous media.

12. In the twelfth part, we consider the case of a system of particles and continuous media.

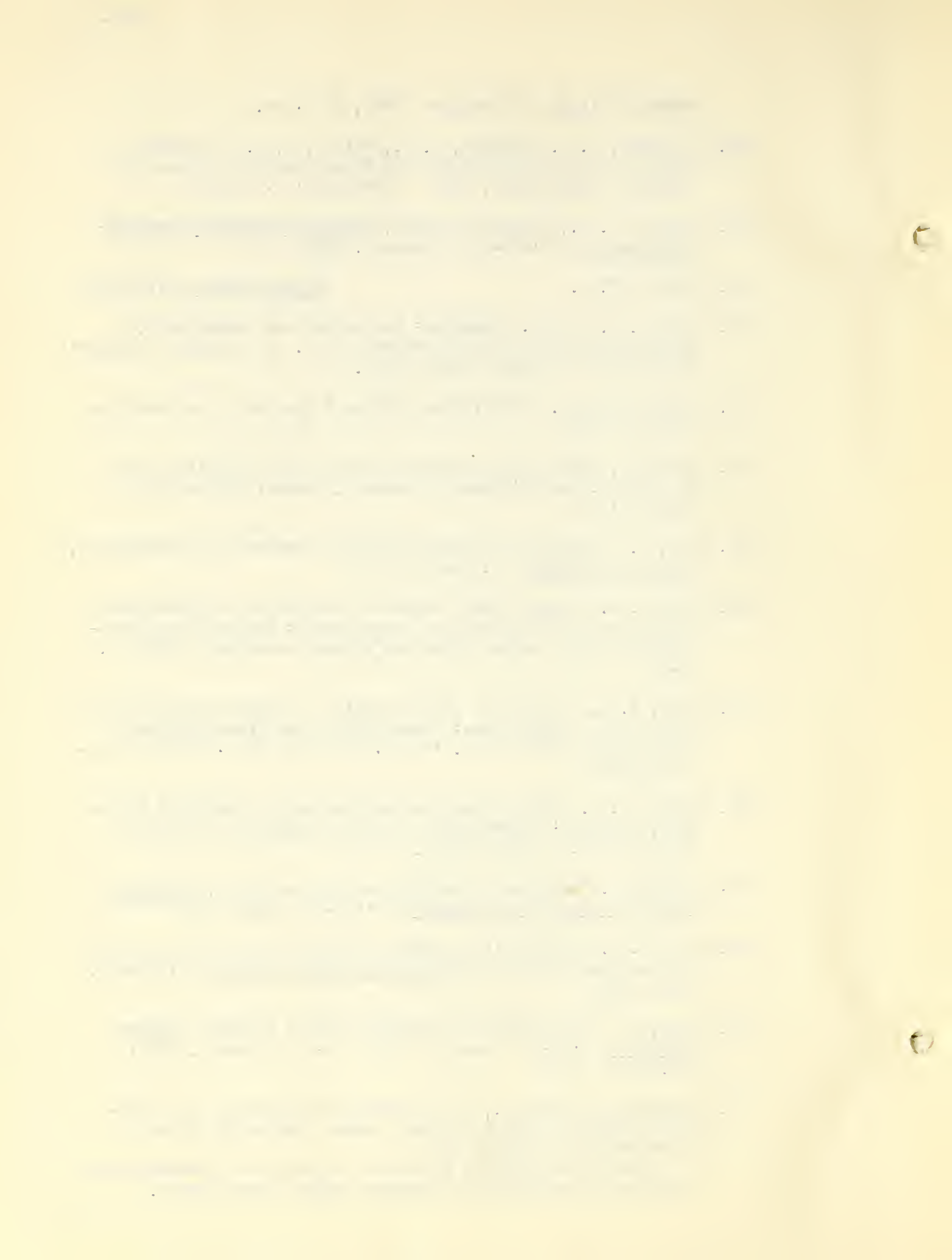
13. The thirteenth part is devoted to the case of a system of particles and continuous media.

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2. In the second part of the paper the problem of the existence of solutions of the system of equations

is considered. It is shown that the system of equations has solutions if and only if the conditions

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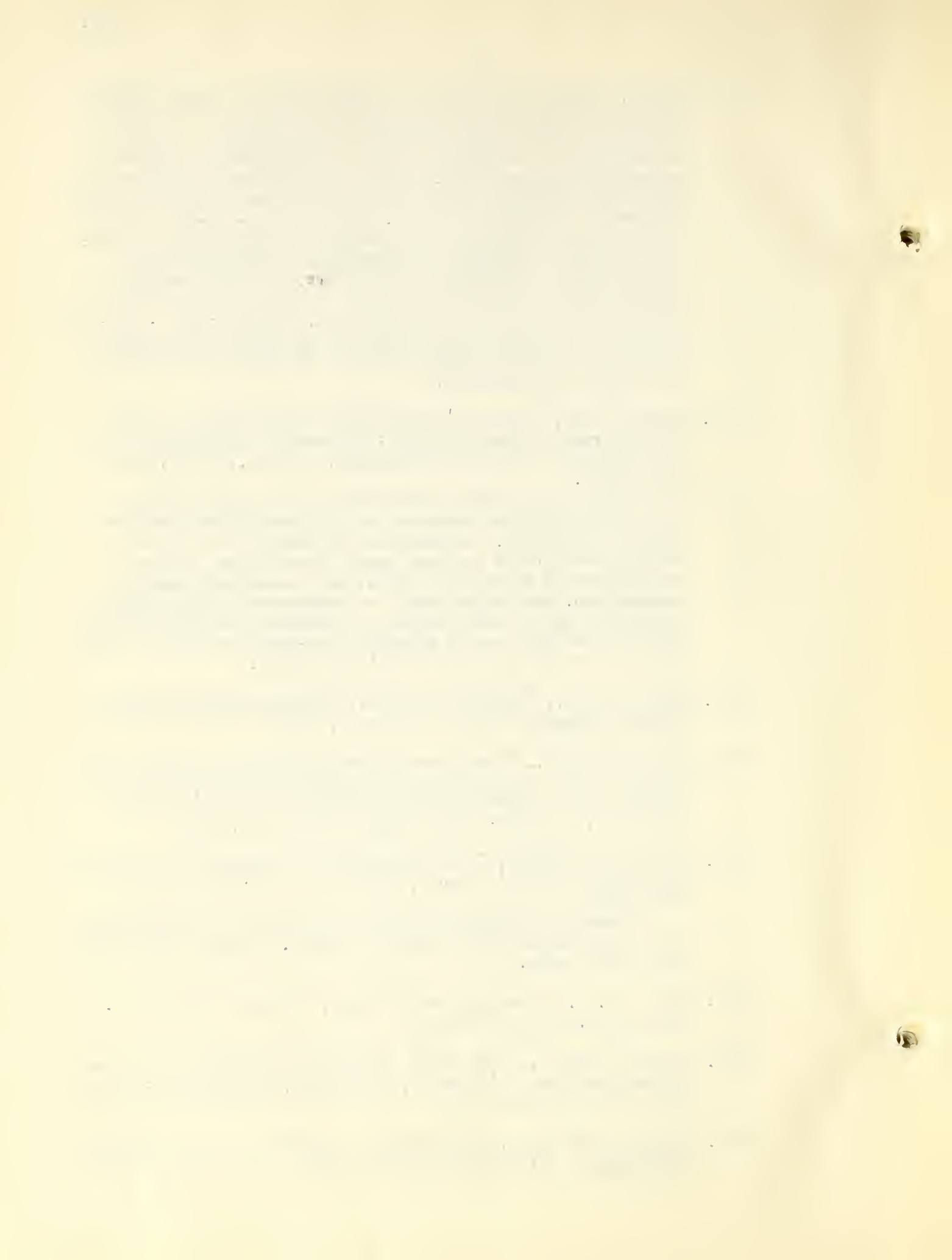
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